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Why Rest?

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WORK and rest can be described more adequately by the terms *activity* and *rest*, since, for some types of activity, the differentiation between "work" and "play" is exceedingly difficult to make.

Throughout the history of the human species, there has been a constant struggle to maintain existence, and certain features of this process we call *work*; but whether the processes are called work or play depends to a certain extent upon circumstances. Golf, music, and running may be either work or play. For the average person, golf and music are recreation, and track may be sport for the college student. For the professional, golf and music may be either hard work or play, depending upon the nature of the occasion; for the messenger boy delivering messages, running could not be classed as play.

We do know, however, that almost all animals indulge in a certain amount of activity that appears to be undertaken for the sake of the activity itself. Rats, for example, may run as much as six or eight miles per day in activity cages, with nothing to gain unless it be the overcoming of, or yielding to, "restlessness."

Uncivilized peoples living under the most favorable conditions of food and shelter develop games that are indulged in at least partly for the activity itself. The play activities in which civilized people indulge chiefly

for exercise include hiking, dancing, bowling, swimming, and a vast number of other sports and games.

We seem to be forced to the conclusion that *work* covers a multitude of complex activities that are brought about by factors that cannot be completely determined. This is essentially true. *Work* may be said to be a state of mind; that is, to depend upon ideational factors associated with certain types of activity; or it may be a more definite "feeling" that can be localized in the muscles of the body.

Work, generally, means labor or toil, with the additional implication that the activity is necessary for existence. Hence, certain types of activity by which one obtains food, shelter, and protection are described as work; but even these conventional activities may be classified as either work or recreation, depending in part upon whether we are paid for them or whether it is necessary for us to engage in them.

Gardening, cooking, and sewing may be work or rest, depending upon the necessity for doing these things and the extent to which they must be engaged in. Ideational factors are important, therefore, but the probable deciding factor as to whether activities are work or rest is the frequency and extent of fatigue experienced in the muscular system of the body.

[The preceding paragraphs seem to explain one of the great advantages of commercial con-

tests. The shorthand or typing practice done in preparation for a contest is done in a very different "state of mind" from that in which the pupil does similar practice intended only to satisfy the teacher's requirements.—EDITOR]

A certain degree of fatigue of the muscular system usually results in cessation of activity; and the organism, loosely speaking, *rests*. The activity of the organism, of course, never completely ceases; the activities under control of the autonomic nervous system continue even during sleep, although there is some change in rate and in the amplitude of contraction of the muscles.

The striated muscles of the body (the muscles of the arms, legs, trunk, external eye muscles, middle and external ear muscles, for example) are never entirely devoid of movement for more than brief periods, even when the individual appears "completely relaxed" or during sleep. The more active the muscles, the more they tend to become fatigued. This statement is as true as any sweeping generalization can be. Interpretative modifications will be indicated later in our presentation.

In order to understand how fatigue develops and how the desire for rest or inactivity arises, one should understand the rudiments of the "neural arc" and of the response system.

When any object in the environment stimulates an end organ (the receptors in the eye, ear, nose, skin), there is set up by the receptor a neural discharge that travels toward the brain over nerve fibers; and, from the brain, is shunted out over a neural pathway leading to a muscle or gland. These muscles or glands are set into action; that is, they contract or secrete.

This is the basis for the complete chain of events called *perception*, in which we are aware of our environment and do things about our environment. You touch your finger against a hot stove and withdraw it; you see the letters *c-a-t* and say *cat*.

The processes of imagining and of thinking also involve neural activity. You think of gripping your hand, and there is a tendency for the act to take place; you imagine a tall monument, and the eyes make movements as if you were actually looking at a

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tall monument. In much of our perceiving, thinking, and imagining, muscular activity takes place.

This accounts for the fact that we become tired whether we pile bricks all day or whether we lie in bed all day and think about problems. This fact has given rise to the popular distinction between *mental fatigue* and *muscular fatigue*. Of course the chief distinction between *mental* and *muscular* fatigue is in the group of muscles that happens to be utilized in work.

Muscular fatigue results from activity of the larger skeletal muscles; whereas, in so-called *mental* fatigue, although very often the whole muscular system participates, the muscles of the eyes, larynx, and other small groups are more actively involved.

This distinction between *mental* and *muscular* fatigue does not rule out the fact that the neurons themselves may become incapable of further discharge when they have been subjected to repeated stimulation. This failure of the neurons to respond to stimulation is not, under ordinary circumstances, perceived as fatigue.

There are at least two processes by which the organism normally protects itself against excessive activity. The first of these is adaptation of the end organs: the receptor cells become less sensitive to stimulation; colors, for example, tend to fade out if you look at them for a long period of time, and odors become less noticeable after a few minutes' exposure to them.

[Isn't this why the pupil derives less and less benefit from each repetition of the same word when we ask him to write many copies of the one shorthand outline?—EDITOR.]

The second of these protective processes is strengthening the muscles involved in the responses. It is a known fact that the boxer develops strong arm and leg muscles, and

that the practice of the singer develops greater effectiveness of chest and abdominal muscles. The repeated action of these muscles builds them up instead of destroying them. We might infer, then, that the more our muscles are exercised the stronger they become. This dictum is, of course, fallacious. It is true only under the proper relationship of exercise to rest that muscles become stronger.

[An instructive example of the folly of riding some particular pedagogical hobby to death.—
EDITOR]

Important factors then, in determining the need for rest, are the previous practice that the individual has had and certain habits of work that may be founded on general organic efficiency and training. There are, further, marked individual differences that manifest themselves in work and rest habits.

Some individuals experience fatigue from mental activity very quickly, while others experience fatigue from physical effort more readily. Everyone knows that the person who is accustomed to working in an office would require rest quickly if required to dig a ditch or engage in some other form of manual labor. The reverse is also probably true, although in practical situations it may not occur as frequently.

These differences that occur in practical situations also manifest themselves when the individual is subjected to laboratory tests. We pointed out above that individual differences in the need for rest might be founded either on general organic efficiency or on habits of action that have been acquired.

◆ **About Dr. Knight Dunlap:** Professor of psychology at the University of California, Los Angeles, since 1936. Formerly professor of experimental psychology at Johns Hopkins University. Ph.D. from Harvard University. Author of a number of texts in the field of psychology, including *Habits, Their Making and Unmaking*; managing editor, *Journal of Comparative Psychology*; editor of *Psychology Classics*, *Comparative Psychology Monographs*. Chief interests: effects of subliminal stimulations, time perception, rhythm, effects of oxygen depletion and of narcotics, interrelations of optical and semi-circular canal mechanisms, emotional responses, sex differences, habit formation, stammering, and neurotic adjustment.

This is brought out clearly by the following illustrations.

If the records of the number of items listed on an adding machine for each five minutes during an hour were compared for two subjects, marked differences would be found. The number of additions for the total time would probably differ, and the successive five-minute periods would show a difference in the way in which the level of the work was maintained over the hour.

One of the subjects might show periods of high activity with intervening periods of low activity, and the other subject might show a gradual diminution throughout the hour, with the exception of the first few periods.

The listing of few numbers during the first few periods is what is usually referred to as the warming-up effect. This phenomenon is quite common to many types of activity and is not necessarily linked with fatigue in any way. It is, however, an important factor in regulating the length of rest periods.

In an experiment, it was found that each individual seems to have a characteristic way of working that is maintained more or less constantly for a considerable period of time.

[The teacher will get better results in skill training if he will not endeavor to force each pupil into the same method of practicing. Try to help each pupil discover and use his own most efficient mode of practice.—
EDITOR]

Individuals were asked to grip a dynamometer as hard as they could and to maintain the grip until told to relax. A graphic record of grips was obtained and these were compared with records of a similar kind obtained some months later.

It was demonstrated that the majority of the individuals exerted their maximal effort at the beginning of the period and gradually weakened toward the end of the time. Others exerted their maximal pull at the beginning, relaxed rather quickly, again recovered, and relaxed before the time expired. Still others did not exert their maximal pull until toward the end of the test period. Certain others exerted their maximal pull at the beginning and maintained it throughout the test with no decrease.

When the later records were compared with the early records of the same individuals, it was found that the work curves were similar. The rate of fatigue of isolated muscles, when studied by the ergographic method, also points to the fact that the muscles for different individuals behave in a rather characteristic manner.

In studying the rate of production of factory workers, it has been found that, even though several of them accomplish the same amount of work in an eight-hour day, the way in which they actually work throughout the day varies considerably. Some workers become less fatigued when they work steadily with very little change of pace; others seem to be less fatigued when they work swiftly for a brief period and then proceed at a more leisurely pace for a period. This variation among factory workers persists regardless of whether they are paid on a time basis or on a piece basis. The obvious relation between rate of production and onset of fatigue makes studies of this kind highly important from both an economic and a psychological standpoint.

Studies on the working habits of weavers have shown that the mean output was kept constant to within 3 per cent throughout the day. In contrast with the working habits of weavers, it has been found that experienced women workers who were engaged in such occupations as labeling packages, punching out tin discs, padding caps, and folding cartons did not maintain a steady output throughout the day.

This brings up numerous other questions concerning individual variability with relation to the necessity for rest. Do the individuals who perform at the highest level fatigue most rapidly? Is there some tendency among the so-called more intelligent individuals to need rest more quickly? Is there a diurnal rhythm of work or a rhythm that is founded upon organic conditions controlling the desire for rest and activity?

While these questions cannot all be answered unequivocally, satisfactory answers can be given to most of them.

Studies on the adding of numbers show that those individuals who add most rapidly also show less decrement in the course of a

work period. It has also been demonstrated that factory workers who maintain the highest output show the least fluctuation in production throughout the day. This might seem to indicate that they become less fatigued, but it may indicate only that they persevere to a greater degree or are less sensitive to small amounts of fatigue by-products.

[This is an illuminating comment on the theories of those who decry high speed on the typewriter or in shorthand in favor of the "slow but steady" worker, who is supposed to get out more work in the long run. Perhaps the fastest typist is the best worker, after all, as so many of us have suspected.—EDITOR]

It has been suspected that perhaps the more intelligent individuals are more susceptible to fatigue, but correlations between decrement in output and intelligence test scores do not confirm the suspicion. There is a positive correlation between boredom for a monotonous task and intelligence, the more intelligent individuals being bored most quickly; but relation between being bored and becoming fatigued is not clear.

It is generally accepted that monotonous occupations require a low order of intelligence, individuals of high intelligence soon becoming dissatisfied or bored and seeking other jobs. It is possible that boredom is merely a form of fatigue; and if we accept this hypothesis, then we may conclude that the more intelligent individuals fatigue most rapidly.

Examination of daily production records and of hourly charts of accidents throughout the day has given rise to the notion that there are certain periods when fatigue is felt most definitely. These periods were originally assumed to be independent of the length of the previous working time and were presumed to be low periods in the energy rhythm of the organism. Experiments have shown that these periods can be displaced by starting work at different hours. The onset of fatigue will then occur after a definite number of hours of work of a specified kind.

[Use the preceding paragraph on those who tell you that your last-period-in-the-day typing class should be just as sprightly as a first-period class.—EDITOR]

It is useful to consider ways and means of preventing fatigue as well as the best possible methods of recovering from fatigue. Let us consider first the methods of preventing fatigue. Those factors that ordinarily hasten or produce fatigue must be avoided. In addition, activity must be so distributed that it will produce the least possible tiring effect.

[The clever teacher arranges his skill-development periods in such a way that the explosions of nervous energy required for real speed development are alternated with less fatiguing activities.
—EDITOR]

If activity and rest are alternated in the proper ratio, no fatigue will result. The proper ratio, however, has to be determined for each kind of activity. If an individual is required to lift a fifty-pound weight every hour, for example, very little fatigue will result. If, however, the same weight is lifted once every two minutes, fatigue will be produced. The time relation changes if the amount of work to be done is changed. If a weight of only one pound is to be lifted, a short rest will be sufficient.

It has been shown that, for every previous second of maximal contraction of the flexor muscles of the elbow, the work diminishes by about 6 per cent. This statement holds true only for a particular rate of contraction. If sufficient time elapses between contractions, no noticeable effect will be produced. In mental and physical activity, more work is accomplished in a second work period than in the first period, provided a short rest period intervenes. One explanation offered for this phenomenon is that small quantities of toxic substances freed by the first work period stimulate the organism to activity in order to rid itself of the toxins.

In industry, rest pauses and the decrease of the length of the working day have become more and more important. The shortening of the working day has not been accompanied by a corresponding decrease in amount of work done. In many instances, there has been an increase in production. This is due to the fact that fatigue does not develop so markedly within the time limits set for work.

When men were required to start work at six in the morning and work until seven at night, for the greater part of the day they were so fatigued that they were able to work only far below their maximum rate. Furthermore, they did not recover completely from their preceding day's activity; and, except in the case of the exceptionally vigorous person, there was a gradual increment of fatigue which reduced their efficiency.

Schedules of rest have been worked out for numerous occupations as well as for school work. The exact schedules are unimportant here, as they are applicable only to the occupation involved. If rest periods are too long, they tend to lower efficiency, since the warming-up period begins to interfere.

Similar tendencies are noticeable in animals. It has been shown that one or two days' rest increases the spontaneous activity of rats by about 25 per cent; but a period longer than two days impairs the average activity. A safe criterion for establishing rest pauses is to allow the individual to rest just before there is a falling off in work and allow the rest to continue until the worker can resume his rate of production and maintain it at its previous level for the same length of time.

There are certain glandular and chemical substances that undoubtedly inhibit fatigue. Adrenalin delays the onset of fatigue and also aids in the recovery from fatigue. The injection of adrenalin in massive doses produces an increase in some cases of as much as 240 per cent in the height of the curve of muscular contraction in the fatigued muscle and 100 per cent in the non-fatigued muscle. Adrenalin does not neutralize the fatigue products, but increases the irritability of the muscle.

Along with drugs and glandular secretions, the exact nature of the food ingested is also important, but a discussion of chemical constituents would carry us too far afield.

In general, it may be said that any form of drug or secretion that acts as a stimulant will aid in the recovery from fatigue. Foods that are particularly high in energy value will enable the worker to withstand fatigue

more easily as well as enable him to recover more rapidly.

The best method of recovering from fatigue is complete cessation of activity. This is most closely approximated when one is sleeping. Sleep is eventually necessary to ward off the effects of either mental or physical activity, although by proper relaxation while awake, the need for sleep may be postponed. The normal recovery from fatigue when activity has ceased varies with the amount of work as well as with the kind of work. In mental work such as arithmetical addition, where there is a loss in efficiency of about 20 per cent, approximately one-half the loss is recovered by a 10-minute rest period. In physical fatigue the recovery is dependent upon the muscle group involved.

One fundamental principle must be taken into consideration in relieving fatigue by resting; namely, if a given amount of work requires a certain amount of rest, twice that amount of work will require *more* than twice the amount of rest; three times the amount of work will require *more* than three times the amount of rest. It follows that if rest is taken *before* any appreciable fatigue effects appear, the total amount of rest required for recovery will be proportionately less than if rest is taken long after the onset of fatigue.



JOHN C. CROUSE

Mr. Crouse is national secretary of Pi Omega Pi and an active member of other organizations. He has published several articles.

Eula Nagle Joins N. Y. U. Staff

MISS EULA ANNETH NAGLE has joined the faculty of New York University as an instructor in secretarial studies. She holds two degrees from the University of Texas.

Miss Nagle has taught in four Texas high schools—Cameron, Schulenburg, Bryan, and Athens—and was for the past two years a tutor in shorthand and typing in the University of Texas.

Miss Anne M. Corrigan is chairman of the department of secretarial studies at New York University.



A REGIONAL CONFERENCE GROUP OF SUPERVISORS OF DISTRIBUTIVE EDUCATION
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THE STORY OF SHORTHAND

The Evolution of Shorthand Principles—III

JOHN ROBERT GREGG, S.C.D.

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8. The Cursive Style

THE eighth step in the development of shorthand construction was the adoption of the elements of longhand writing, with their uniform slope.

"What is natural survives"; and we can now see that it was inevitable that, as time went on, the trend of shorthand would be away from the majuscule basis, with its multisloped characters, and towards the minuscule, or cursive, basis that embodied the natural movements of the hand in current writing. The first steps taken in that direction, however, were hesitating, and at times erratic. Even the alphabet of John Willis (1602) took a timid step in this direction in the expression of *v* by a character resembling the small *v* of current writing. Other authors extended the use of cursive characters to *r*, *b*, and other letters.

That forward-running characters were more facile than back-slope or vertical characters was recognized early in the history of English shorthand. This is shown by the fact that, in many of the systems published in the seventeenth century, the characters on the usual slope of longhand, or with an onward movement, were given the preference in the representation of frequently occurring letters. That the reason for the greater facility of such characters was also recognized is evident from a statement appearing in the textbook of one of the most talented of shorthand authors, John Byrom, M.A., F.R.S., when he said: "The other *tb* [a back-slope character] by reason of our customary method of leaning the letters the contrary way in common writing is not so readily made."

Although the greater facility of characters written on the common slope of longhand was thus acknowledged, there is no evidence that any of the early authors recognized that

the constant changing of direction, and of the position of the hand, was a serious obstacle to rapid writing. At all events, if recognized, it was deemed impracticable, with the limited material then available, to construct a system consisting *entirely* of characters on the longhand slope. There was, too, a natural reluctance to "sacrifice" the back-slope characters.

The first system founded wholly upon a cursive basis was that of Simon George Bordley (1787); but as it was buried in a formidable treatise called "Cadmus Britannicus," it escaped attention. It was not until 1802, when Richard Roe published "A New System of Shorthand, in which legibility and brevity are secured upon the most natural principles, especially by the singular property of their sloping all one way according to habitual motion of the hand in common writing," that the cursive principle was stated boldly and definitely as a basic principle in the construction of a shorthand system.

Like nearly all departures in any line from old and long-established practice, the cursive theory of shorthand was generally regarded by shorthand writers as utterly impracticable. Although the principle was sound, as subsequent events demonstrated conclusively, the first attempts to give effect to it were very crude and unattractive. After the publication of the systems of Bordley in 1787, Roe in 1802, and Oxley in 1816, there was little attention paid to the cursive principle in shorthand construction in England for nearly seventy years.

But in the meantime the principle had been adopted by the great German author, Gabelsberger, whose system, published in 1834, became the basis of all the German, Austrian, Italian, and Scandinavian systems. The success of the cursive style in Europe

resulted in a revival of interest in England, where it had originated. The subsequent story of its world-wide adoption is known to all our readers.

9. The Merging of Two Processes of Development

The ninth step was the merging of two processes of development—a momentous event the full significance of which seems to have escaped the notice of shorthand historians. As previously stated, through two centuries the trend of the alphabets of English and French systems, founded on the multisloped basis, had been toward "a simple character for a simple sound." On the other hand, the early cursive systems were founded on a close imitation of the characters of longhand, with the result that in the most successful of these systems, the German systems of Gabelsberger and Stolze, many letters required two or three strokes for their expression, as in longhand.

The writing in the German systems on the cursive basis consisted of "meandering loops and lines," and those who acknowledged the success of the German systems on the cursive basis—and also acknowledged that it was perfectly logical that shorthand should be founded on that basis—were repelled by the lengthy, involved, and inexact forms of the cursive style as expressed in the German systems. To those who were accustomed to the simple, clear-cut, definite forms of the English and French geometric systems, the appearance of the cursive style in the German systems created a very unfavorable impression. This unfavorable impression proved to be an insuperable obstacle to the introduction of adaptations of the German systems in England, France, and America, and to the success of indigenous systems founded on the German style of cursive shorthand.

The situation then was: The logic of the argument in favor of a style of shorthand written in accordance with the easy, natural, and uniform movements of ordinary writing was indisputable; and it was equally indisputable that systems founded on that principle had attained much greater success in Germany and eastern Europe, so far as the gen-

eral use of shorthand was concerned, than had any or all the systems in France, England, or America, founded on the multislope, geometric basis. Admitting all this, the shorthand writers and teachers of France, England, and America were absolutely opposed to the cursive style, as expressed in the German systems, however fluent it might be, because the outlines in that style appeared so long and intricate.

The question remained: Was it not possible to combine the simple, clear-cut forms of the English, American, and French systems with the longhand-slope principle; that is, to construct a system on the longhand-slope basis, in which each simple sound given in the alphabet should be represented by a single character?

Many attempts were made to construct systems on the cursive principle with alphabets consisting of simple characters, but for nearly a century the limitations of shorthand material on the longhand slope rendered these attempts abortive. Either the alphabets contained too many letters represented by the same character, or they lacked the means of clearly expressing some important sounds. For example, Roe represented *p* and *b* by one sign, *t* and *d* by one sign, *k* and *g* by one sign, and *f* and *v* by one sign. It was only in recent times that the ideal of a simple sign for a simple sound, combined with distinctiveness, was attained in a system on the cursive basis. In our opinion the merging of these two distinct currents of shorthand development marked the greatest advance made in shorthand construction in the past century.

10. Preference Given to Curve Motion

The tenth step was in the direction of giving curves the preference over straight lines. In the early stages of shorthand development, it was natural that the straight lines should be regarded as the most facile material for the representation of individual letters. The oft quoted axiom, "A straight line is the shortest line between two points," had a convincing ring about it. Consequently, for a long time, the authors of systems first allocated the straight lines to the most frequently occurring letters. Having disposed

of this material to their satisfaction, they next allocated the curves to the less-frequently occurring sounds—and so on. The values of individual letters and individual characters were the governing factors—little or no thought was given to the values of letters and characters *in combination with one another*, or to the fluency and flexibility of curves in forming combinations.

The result was that the writing in the older systems, in which straight lines predominated, had a stiff and angular appearance, and was executed with a jerky movement. As Mr. H. L. Callender, B. A., expressed it, "Straight lines are easy enough to write *independently*, but they are rigid and inelastic when joined to other characters."

The Preface of one of the early editions of Gregg Shorthand said:

The real strength of Gregg Shorthand lies in its alphabet; all the rest is subsidiary. In his earlier efforts at shorthand construction, the author, adhering to the precedent of his predecessors, followed the theory that the most facile characters must be assigned to the representation of the most frequent letters. He laboriously compiled statistics showing the comparative frequency of letters, or rather sounds, and devoted a great deal of time to scientific experiments with a view to determining the ease with which the various shorthand characters could be written. In these experiments the results of the investigations of others were of no value, as they had been made from a geometrical standpoint. The alphabets developed by these experiments were hopelessly inefficient, and he was, for a time, reluctantly forced to acknowledge the truth of the assertion so often made that it was impossible to construct a practical system of shorthand using the slope of longhand as a basis, and in which there should be neither shading nor position writing. When he was almost disheartened, there came to him a new idea, that *the value of a letter or a shorthand character is determined by its combination with other letters or characters*. From that idea has come a revolution in shorthand.

The assignment to individual letters, as we have said, is of slight importance; the vital matter is the use made of the combination. Realizing the importance of the discovery he had made, and the vast potentialities that lay back of it, the most exhaustive experimental investigations were made to evolve an alphabet that would endure.

11. The Natural Blending of Characters

The eleventh step was the blending of the characters in natural curve combinations,

thereby almost entirely eliminating the obstructive obtuse or blunt angle, and at the same time augmenting the curvilinear tendency of the writing. This was a logical development of the principle that curve motion should be predominant. Here it should be observed that in systems written on the slope of longhand there are but two obtuse angles—those between the horizontal straight line and the upward straight line, and *vice versa*—whereas in the geometric systems there are eight obtuse angles between straight lines. With the introduction of the blending principle in Gregg Shorthand, even the two obtuse angles that remained in a longhand-slope system were almost entirely eliminated.

12. Elliptical Curves Supersede Exact Curves

The twelfth step was the recognition that exact curves, whether half circles or quarter circles—the latter usually spoken of as quadrants—were not in harmony with the elliptical, or longhand, basis of shorthand. The earlier systems for the English language, in which there was an attempt to combine the cursive style with that of "a simple stroke for a simple sound," were all by writers of the geometric style who had been "converted" to the cursive theory. When they attempted to combine the two principles of construction, they retained the geometric formation of the curves to which they had been accustomed. They accepted the cursive principle but failed to understand or give effect to the spirit of it.

That is generally the way with new inventions. Man moves forward timidly, hesitatingly, from the known and familiar, until by a series of successive steps his invention approaches perfection.

The result was that in earlier systems in which the simple stroke for a simple sound idea was combined with the longhand slope, the outlines had all the angularity of the geometric systems, without the fluency of the cursive German systems, although the forms were briefer than the latter.

We were among those who failed at first to grasp the full significance of the longhand basis of cursive shorthand so far as the forms for the curves were concerned. Like

others, we thought chiefly of uniformity of slope, not fluency of writing. We had been trained in geometric shorthand, but had adopted the cursive principle with enthusiasm and then proceeded to apply it, as our predecessors had done, with a mental and physical bias toward exact curves. Our previous study and practice of Gabelsberger and Stolze, in adaptations to English, had not been thorough enough, at least in the practical application of them, to enable us to get away entirely from the geometric formation of the curves.

We understood the application of it in part, but that part was confined entirely to the horizontal curves. In our first experiments, the horizontal curves were given a sloping character—similar to the top of a longhand *n*, or the lower part of a longhand *a*—but it did not occur to us that in these horizontal curves, and in all other curves, the natural curvature should be greater at one end than at the other. The realization of this came later.¹ As John Ruskin said, "A good curve is not uniform in curvature, but curves most at one end." The application of this principle to the curve characters has been largely responsible for the artistic beauty of the forms in Gregg Shorthand and the ease with which they are written.

(To be continued)

¹The talented author of "Fluent Shorthand," Mr. W. J. Burrows, in an address to an audience of shorthand teachers in London, made this generous reference to this feature of the system: "The signs in Gregg Shorthand are taken from the ellipse and not from the circle as in Pitman or from the wandering lines of longhand as in Gabelsberger. Mr. Gregg is quite original in his method of using the ellipse. Instead of flattened curves, he introduced the method of varied curvature and then he capped it by originating what I regard as one of the most important of principles that can be used in shorthand, that of artistry."

FOR the second time in six years, the Kansas City (Missouri) College of Commerce has had to move to larger quarters in order to accommodate an increased number of students.

The school now occupies two entire floors of a building at 1329-35 Oak Street, which has been remodeled expressly for its use.

Ben H. Henthorn is president of the College of Commerce.

PAUL A. CARLSON, director of commercial education at the State Teachers College, Whitewater, Wisconsin, announces that Henry M. Collins and J. M. Greene have joined the faculty of his department.

Mr. Collins is a graduate of the Iowa State Teachers College, Cedar Falls, and holds a master's degree from Northwestern University, Evanston, Illinois. He has been a commercial teacher in Farnhamville, Iowa, and Dunlap, Iowa.

Mr. Greene is a graduate of the White-water State Teachers College, earned a master's degree from Northwestern University, and has completed most of the requirements for the doctorate at New York University. He has taught commercial work in Barron, Wisconsin, and Evanston, Illinois.

Commercial Educators Take Over a State



AT the end of school last June, Governor Jones, of the State of Arizona, invited the secretarial and commercial-teacher-training students of Dr. S. J. Wanous, of the University of Arizona, to come to the State House in Phoenix and run the state for a day.

The picture shows Governor Jones handing Miss Nancy Harper a parchment appointing her to the governorship for the day. The names of the other young women and the state position they held for the day are as follows, reading from left to right:

Miss Jerry Norman, receptionist; Marian Elliot, executive secretary; Martha Mae Myers, secretary to the governor; Virginia Copeland, assistant executive secretary; Mary O'Brien, payroll clerk; Rita West, general secretary; Evelyn Felix, publicity clerk; Betty Stillwell, general secretary.

The Governor, after giving the girls some expert and fatherly advice, left the office, as did the members of his official family. The young women immediately took over the affairs of state, and probably the best description of the results is contained in the exclamation from one of them after it was over—"What a day!"



Transcription—What Is It?

ESTA
ROSS
STUART

TRANSSCRIPTION is a complicated skill. It involves the use, without modification, of some already-learned acts; the modification of some already-learned skills; and the development of certain new skills or abilities. If all the already-learned acts and skills could be used in transcription without modification and if no new learnings were involved, building transcription skill would be an easy task. It would consist simply of adding together in some fashion the skills that had been learned separately. An analysis of some of the elements in the transcribing process shows that this is not true. This discussion chiefly deals with the modification of already-learned skills and the development of new skills and abilities. How to improve and speed up the already-learned acts of capitalization, syllabication, spelling, punctuation, and paragraphing is the subject around which most discussions of transcription revolve. Since these acts are carried over from English composition into transcription without modification, they should be well learned before training in transcription begins.

The writer purposely omits from this article any discussion of how to improve the teaching of transcription and concentrates on an analysis of the transcribing process. Unless the teacher understands what takes place in this process, his preparation for transcription is likely to be wasteful and his directing of the learning of the skill is likely to be ineffective.

Transcription-Typewriting Differs from Copying-Typewriting

One of the basic elements in this complex process is transcription-typewriting. The ex-

act process of typing from printed copy cannot be carried over into transcription-typewriting. It has to be modified because *the sight of a shorthand outline does not set off a series of finger movements as it does in copying from print.* The sight of the shorthand outline as a *stimulus* and the pattern of finger movements necessary to type what that outline stands for as a *response* do not function in exactly the same way as the *stimulus-response* when the printed word is the stimulus.

A very simple illustration of this has to do with spacing between words, an operation that has become entirely automatic in the copying-typewriting process. The tabulation of a considerable number of cases shows that some transcribers frequently need to give conscious thought to making spaces between the words in such common phrases as *I shall, to be able, will you please say.*

This is particularly true when a word in a phrase is omitted in the shorthand outline as in "will (you) please say." The typist sees the outline as a "whole," but he must type its equivalent as separate words. Many transcribers report that in the beginning they have to think the spaces between the words and *think the omitted word* which they need to supply. This holds true in later transcription when new or infrequent phrases are encountered. The action of the fingers must be held up until this mental process is completed, unless the individual previously has gone over his notes or reads with a wide eye span.

In copying-typewriting, the sight of a word (stimulus) always sets off exactly the same series of movements. *In transcription-typewriting, no simple reflex action can be used every time for the same outline.* Because of a choice that needs to be made between two or more words that some outlines represent, there must be a *choice of reactions*, also. Other mental processes are needed to make this choice, and the finger movements

may have to be suspended temporarily while they wait for these other messages. Frequent examples calling for such choices have been tabulated. Three of these are deciding between *to*, *too*, and *two*; *lay* and *like*; and *feel*, *fill*, *fell*.

The same suspension of finger action is likely to take place when the transcriber is uncertain as to whether an outline represents the actual word that the dictator used. In one transcription experiment, the following sentence was dictated: "Experience shows that each time a new world had been visited the desire for fur began."

Every member of the class reported that he hesitated over *a* in this sentence. Each had the correct symbol for *a* in his notes, but he questioned its use because *the* generally precedes the combination *New World*. Typewriting action is suspended in all such instances unless the transcriber has acquired the ability to read far enough ahead of where he is typing to solve the problem before his finger movements "catch up" with his reading.

Reading Differs, Also

There are no serious reading problems in copying-typewriting. The typist can type the combinations of letters that he sees without giving any attention to the meanings which they convey. I recall typing a complete translation of a German medical text without having any knowledge of the German language. All that was necessary was to copy faithfully the letter-sequences in the German terms or expressions used in the English translation.

When no reading problems are involved, the use of shorthand outlines instead of printed words as stimuli has little if any effect on the rapid initiation of the correct finger movements for typing the transcript. In 1930, experiments were begun at Teachers College to determine whether it is possible to type as rapidly from shorthand outlines as from printed copy. By using identical vocabularies but different contextual material in copy-typewriting and transcription-typewriting, it has been determined that when a body of words is automatized for typewriting and for shorthand reading, the

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difference between the copying-typewriting rate and the transcribing-typewriting rate is negligible. In many instances the two rates were identical.

This close correlation between rates can be maintained just as long as each shorthand outline represents only one word or one phrase, and the sentences require no inside punctuation; that is, as long as the typist does not have to make any choices of any kind. Transcribing in the "natural situation," however, is not as simple as this. Choices have to be made in almost every sentence that is read; surely in every paragraph.

Choices That Precede Finger Action

When reading for transcription, the typist is always aware that the next outline he encounters may represent two or more words from which he may have to choose one. For example, if he types *plan* as soon as he sees the outline, he may find that he should have typed *plane* or *plain*. If he types *anticipate* when the shorthand outline comes into view, he may find that he should have typed *antiseptic*.

There are at least three times when the stenographer has to make choices similar to these:

First, when he is confronted with an outline that represents two or more homonyms, such as the outline for *see* or *sea*; or the one for *pair*, *pear*, *pare*.

Second, when he encounters an outline which stands for two words that differ in both sound and meaning; such as the one that stands for *lose* or *loose*.

Third, when an outline represents a single word or a phrase; such as *advantage* or *I-have*; *act*, *acknowledge*, or *I-can*; *endorse* or *and was*; *expect* or *especial*.

The mental process that precedes finger action does not always end with the choice of the correct word. There are many times when the finger movements cannot be initiated as soon as the word-problem has been solved, because the spelling of the word was not decided upon at the same time. In transcription-typewriting, the sight of the shorthand outline does not set off finger movements until after the mental processes have determined upon the word and its spelling. An example of this is deciding whether *watercourse* should be typed as one word, a hyphenated word, or two words.

The ability to solve problems such as these was not required during the typewriting process in any of the already-learned skills. This is a new skill that can be practiced only at the machine.

Even when the transcription material is graduated from the simplest to the more difficult, it takes considerable time to acquire the mental alertness and word- and thought-carrying capacity to solve these problems fast enough to keep from suspending or noticeably slowing down the finger movements. This business of choosing the correct word and its spelling often interferes with other decisions that the stenographer is trying to make when troublesome outlines come into view.

Choices Concurrent With Reading and Finger Action

Some of the other problems that confront a stenographer while he is reading for transcription-typewriting are whether to begin certain words with capital letters; whether to use punctuation within a sentence; whether the next sentence should start a new paragraph.

While the stenographer's mind is busy with one or more of these problems of English composition, he may discover that he is typing near the end of a line and must plan the division of a word. Unless he can espy and solve these problems as he reads ahead of where he is typing, finger movements must be suspended.

This ability to discover problems in English composition in time to solve them before the finger movements "catch up" with

the reading of the shorthand notes is a new skill. It is not acquired in copying-type-writing, in shorthand reading, or in reading-in capitalization, punctuation, spelling, and paragraphing.

The last-named procedure, which is misnamed oral-transcription, is nothing more than an English composition drill. Transcription cannot take place unless writing movements are being initiated on the type-writer keyboard or with some writing tool.

A Wide Eye Span Required

When the typist is copying printed material, he needs to read ahead only far enough to make sure that he can finger accurately and rapidly any unusual or difficult letter-sequences that are coming up.

There are at least four reasons why the transcriber needs to read with a wider eye span than does the copying-typist. They are as follows:

First, the transcriber has to read far enough ahead to get the complete meaning that a sentence or a group of sentences is intended to convey. He not only has to read ahead; sometimes he has to go back and reread from the beginning to clear up a hazy concept of what the dictator meant to say. The ability to read ahead or back of the shorthand outlines for which he is initiating finger movements cannot be acquired before actual transcription practice begins.

Second, he has to read far enough ahead to correct mistakes that the dictator has made, such as the use of a singular for a plural pronoun or a wrong tense of a verb.

Third, he has to prevent his fingers from initiating movements for letter- or word-sequences that are not in his notes. If the stenographer reads outline by outline, the fingers sometimes automatically initiate wrong movements. Such automatic finger responses occur when the sight of one outline sets off movements for a series of words which usually belong together instead of those actually in the shorthand notes. A few of the many examples tabulated in transcription experiments are as follows: "camp fires" for "camp stove"; "walked along" for "walked long stretches"; "ditties sung by the trappers as they trapped" for "ditties

sung by the trappers as they dipped their oars."

Fourth, he has to prevent his fingers from initiating incorrect movements for syllables that sound alike but are spelled differently. It sometimes happens that an outline acting as a stimulus actually causes the transcriber to misspell a word which he reads instantly and knows how to spell.

Examples that frequently appear in transcripts are typing *tern* for *turn*, *sergeon* for *surgeon*, *adjern* for *adjourn*. Such errors occur because the small circle used in these outlines stands for a sound of *e* more often than any other sound, and the spelling *er* is more frequent than *ur* or *our* for the sound represented. The fingers initiate movements for the more frequent combination of letters before a mental process can restrain them. If the transcriber reads with a wide eye span, he reduces the number of times that finger movements have to be slowed down until a choice in spelling is made, or suspended to make a correction.

A wide eye-finger span is necessary for transcription, because of the complexity of the different mental processes that must operate before the correct finger movements can be started. Practice in developing this complicated shorthand-reading-typewriting skill can occur only when the learner is initiating, on the typewriter keyboard, the actual finger movements required to express the exact meaning of what is being read.

MISS WILLIE RUBY BLACKBURN has joined the faculty of Montreat (North Carolina) College as head of the business department. She holds degrees from the Woman's College of the University of North Carolina, Greensboro, and from the University of North Carolina, Chapel Hill.

Miss Blackburn has served twice as president of the North Carolina Business Education Association and was chairman of the committee that wrote the state course of study for secondary schools. In 1936 she was appointed by the State Commercial Education Commission to inspect private business schools for licensing under the Commission.

She was head of the business-education department at the Wilmington High School for five years; taught in Central High School, Charlotte, North Carolina, for four years; and has been a critic teacher in Georgia State College for Women.

Catholic Schools Contests

THE National Catholic High School Typists Association will sponsor two annual contests in typewriting again this year, an every-pupil contest and one for individual pupils.

The official date of the every-pupil contest is March 13, but the contest may be conducted on any day of the week of March 9 to 16. It will be open to all students in accredited high schools taught by priests, brothers, and sisters. All students regularly enrolled in first- and second-year typing are eligible to enter.

This year special individual awards will be made for the best papers submitted in the every-pupil contest, in addition to the Champion School Trophies.

Membership fee is \$1.50. Student fees are 10 cents.

The material for first-year typists will be a 10-minute straight-copy test from unfamiliar copy. Second-year typists will write letters for 15 minutes, each letter not to exceed 150 words.

Teachers desiring to enter these annual events are invited to communicate with Reverend Matthew Pekari, director of the National Catholic High School Typists Association, St. Joseph's College and Military Academy, Hays, Kansas.

University of Denver News

THE resignation of Dr. David Shaw Duncan as chancellor of the University of Denver has been accepted and will go into effect at the close of the present school year. Chancellor Duncan, who has been connected with the University since 1906, will resume his teaching after his retirement from the chancellorship.

Dr. Duncan has always been greatly interested in business education, and under his encouraging direction, commercial education is flourishing in the University of Denver.

Caleb Frank Gates, Jr., at present assistant dean and assistant to the director of admissions, Princeton University, will succeed Dr. Duncan. Mr. Gates will join the University of Denver staff on January 1 and will serve as vice-chancellor until Dr. Duncan's retirement from office.

Mr. Harold Threlkeld has been appointed director of the department of admissions and placements, succeeding Cecil Puckett, who will continue his duties as director of the Summer School and head of the commercial department of the School of Commerce.

For the past two years, Mr. Threlkeld has been in charge of follow-up studies at the University, in connection with an eight-year program sponsored by the Progressive Education Association.



Piano Technique Related to Typewriting¹

M. FRED TIDWELL

PLATEAUS in typewriting seem to occur more frequently at two stages of the learning curve—during the first semester, shortly after the keyboard has been learned and some headway has been made in the development of technique and movement; and during the advanced part of the course, after the typist reaches 50 words a minute and before he achieves the 60-word level.

The subject of plateaus has been discussed and studied, but usually from the point of view of the diagnostician or the scientist, not the practitioner or the teacher. Graphs have a hypnotic way of taking the observer from reality to a world of theory. Plateaus can be shortened and even prevented by an ever-constant purification of one's technique.

Many principles of piano technique are of immediate use to the typist if transposed from the musical to the commercial field.

The Gilbreths² have shown in a simple but convincing manner that greater production is always possible even without added physical energy if waste motions are minimized and if friction and unnatural elements are eliminated.

Ease, relaxation, and inertia must be redefined so that we may describe some terms that are technical to the layman and familiar to the skillful.

"Relaxation implies (a) the elimination of all unnecessary exertions, and (b) the

cessation of the needed impulses at the right moment."³ This does not say or even imply that one should be in a state of opiate lifelessness.

The conclusion Stroud reached as a result of one of his experiments was that "even the expert may develop great muscular tension when he is trying for a record."⁴ Dvorak and his associates choose to call it "muscle tonus."⁵

Now, if the teacher accepts as true the idea that relaxation implies the elimination of all unnecessary exertions, then relaxation is the isolation of the various sets of muscles and the use of these muscles where and when needed; it infers not that strength, force, and speed are not present, but that these elements are directed or guided.

This is the secret of skillful typing from the standpoint of the physical, and it is the essence of the Matthay principles chosen for this paper.

The Mind Cannot Actuate a Muscle

Can it be learned? If it can, then it can be taught; but how? What devices can the teacher use to make these techniques habitual? It is certain that one cannot provoke any muscle into action by knowing its location, and this is the underlying principle of the pedagogy of the Matthay discoveries—"by no possible effort of mind can one directly actuate any muscle . . .

¹ Adapted from an address before the National Commercial Teachers Federation and published in the *Business Education Digest*, March, 1939.

² Lillian M. Gilbreth, "Time and Motion Study," *Occupations*, Vol. XII, No. 10, June, 1934, pp. 35-39.

³ Tobias Matthay, *The Visible and Invisible in Piano Technique*, p. 4.

⁴ R. S. Woodworth, *Experimental Psychology*, pp. 157-158.

⁵ A. Dvorak, N. Merrick, W. Dealey, G. Ford, *Typewriting Behavior*, p. 84.

{One} can only actuate a muscle by vividly imagining and wanting the required action or exertion of a limb. And [one] can only achieve free action of the limb by wishing its action to be free."⁶ It is impossible for an individual directly to provoke or prompt any particular *muscle* into activity by thinking of it or wishing it, no matter how hard he tries, but he can will an *action*.

"Therefore [one] should not try to think of the actual muscles used or their locality. This will only lead to self-consciousness and stiffness, and will inevitably hamper [one] in the acquisition of easy technique."⁷

To develop the elimination of unnecessary exertions, the instructor must teach the pupil to focus or to direct exertion toward a particular action or movement. Stiffness is the result of an attempt to perform a particular movement while some of the muscles are strongly working in the contrary direction. Thus if the contrary exertions work against the required ones, the typist experiences a "tug of war."

The Principle of "Rotation"

This principle Matthay calls *rotation*. He defines it by stating that it is merely adjusting the leverage behind the fingers. The purpose of rotation is "to secure equality of power for all the fingers—through the proper distribution of weight and exertion by means of the alternate relaxation and exertion of the rotation muscles of the forearm."

There is another important phase in the study of relaxation. It is the key aspect of technique. How may the typist operate the typewriter keys with a minimum of energy

◆ *About M. Fred Tidwell:* Director, School of Vocational Business, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma. Degrees from Southwestern State Teachers College (Oklahoma) and Oklahoma A. and M. Graduate study at the Universities of Alabama and of California. On leave of absence last year studying at the University of California and teaching in the Merritt School of Business, Oakland. U. S. Novice Champion in typewriting, 1930; Oklahoma State Amateur Champion, 1931. Hobbies: travel and music.

⁶ Matthay, *Op. cit.*, pp. 7E—8E. Brackets are mine.

⁷ *Loc. cit.*

fatigue and at the same time obtain proportionately the greatest speed?

Briefly, the typist sets the keys into motion and releases his fingers at the correct time so that the type bars may return to their beds. A glance at the type bars of a standard machine shows the heavy piece of metal on which are the raised characters of the letters.

Although this heavy type bar serves several purposes, the typist should be concerned chiefly with its contribution to operation. If enough speed is behind the motion of the type bar, it will of its own momentum make the proper imprint without the finger's being behind the key at the striking point. In other words, the motion of the type bar is initiated, let us say for the present, by the finger, after which the finger returns and the type bar travels the remainder of the distance by itself.

The awkward beginner follows the key to the bottom and usually continues the pressure. He will experience what might be called a "set" or "locked" hand. He feels the bottom and senses a thud, which can be heard if he listens to the type bars strike.

This technique is perfected by moving the key mechanism into motion with an increasing ratio of speed. The idea that the fingers are little hammers and should *strike* the keys does not fit in here. Matthay refers to it as key acceleration and says that "this necessary acceleration of the key is not a plain acceleration, but should be an acceleration in acceleratingly progressive proportion during that short [key descent]. This law of increase at increasing ratio applies to our use of all 'speed tools.' The tennis racket is an illustration of 'speed tools' working at mounting-up increase."⁸ In other words, the typist increases the speed of the type-bar ascent as the key moves downward.

By way of comparison, it is interesting to review one of the exhibits of a large automobile-manufacturing corporation. The company has a large heavy metal ball hanging from a beam. Visitors are asked to

⁸ *Ibid.*, pp. 7-8.

strike it with a twelve-pound sledge hammer. The usual visitor strikes the ball with a mighty blow, only to find that it hardly moves. Instead, the hammer rebounds with such force that the visitor is almost thrown from his feet. He is then instructed to put down his hammer and to press his finger against the ball. The ball will "give" to some extent. Then he is asked to push again as the ball starts forward. If the visitor will work with the laws of nature as demonstrated by the action of the ball, he can get the ball to swing with such power that it would crash through the wall were it to break loose from its moorings.

The Proper Release Conserves Energy

The lesson the typist should derive from this is that instead of hitting a key he should learn to come in contact with the key with sufficient force to get the key started and then follow through until the type bar has gained sufficient momentum to strike the platen. One operates the key on a typewriter as he pushes a swing into motion.

Just how does this finger release help the typist? It conserves the typist's energy, thereby reducing fatigue and allowing for momentary relaxation between striking each key which, imperceptible though it may be, results in a considerable saving of energy. Moreover, speed is gained by this procedure because the typist can get to the next key while the last type bar is still in motion.

To purify the technique further so that the least amount of energy is used necessitates the typist's feeling the resistance of the key. Force beyond that needed to overcome the resistance of the key is unnecessary and therefore wasted. Matthay emphasizes that the perception of key resistance is obtained by "key sense." This "means physically feeling how much force is needed before and during each key descent, and applying this force in due acceleration for each note. Feeling the keys' resistance to motion in this way is mainly a muscular sense."⁹

Why is it true that the beginning typist's

⁹*Ibid.*

little fingers are usually sore a few days following the introduction of the capital letters? It is because the unskilled beginner has not learned to apply the principle that "force beyond that needed to overcome the resistance of the key is unnecessary and therefore wasted." The beginner does not sense the resistance of the key and therefore applies more energy than is necessary to hold the shift key down.

Rotation of Stress, Not of Motion

"Rotation is adjusting the leverage behind the fingers";¹⁰ it depends on both muscles and bones, and through its use the typist may develop finger individualization.

Finger individualization is not developed by holding the hands still and trying to type or by keeping pennies on the wrists, as many teachers advocate.

The upper arm has one large bone; the forearm has two; the hand in turn has eight bones; and each finger has an individual set of bones. When the forearm is moved (in its natural position) so that it forms a right angle with the upper arm, its two bones are parallel—one next to the other. When the hand is turned so that it is in a position to operate the keyboard, the two bones in the forearm cross near the wrist. The muscles, likewise, move from their natural position.

Since it is necessary to turn the hand over the keys, there is always the tendency for the arm to turn back to its natural position. The turning of the forearm is a part of rotation, for it can turn only at the elbow. The hand can move up and down or from left to right at the wrists, but it cannot rotate. The typist is able to individualize the movement of the fingers easily and rapidly by using the natural physical conditions of the forearm through rotation.

Illustrations of Rotation

Using rotation, how would a typist write the termination *i-o-n*? The stress is first placed behind the second finger in typing

¹⁰Thamazin Hutchins, Professor of Piano, Oklahoma Agricultural and Mechanical College, Unpublished Lectures.

, then the stress adjusts to the right so that the leverage is behind the third finger for letter *o* and then shifts again to the left for the letter *n*. Rotation is not difficult, for we use it constantly in our daily activities.

But rotation goes further than the visible movements; it is an invisible action, and *action* should not be confused with *movement*. To illustrate action, imagine that you have taken your right hand from the typewriter keyboard and have placed it palm down against your table. You may press against the table ever so hard without any noticeable resulting movement, but within the arm and hand there is action.

Rotation implies more than visible movements; it implies invisible exertions; therefore, there is no guarantee that touch can be fully analyzed through the eye or even by micromotion studies.

Matthay claims that the purpose of the rotation is "to secure equality of power for all the fingers—through the proper distribution of weight and exertion by means of the alternate relaxation and exertion of the rotation-muscles of the forearm."¹¹

Equality of power for all fingers—what does this mean to the typist? It means that, with invisible rotation, he no longer has

¹¹ Matthay, *Relaxation Studies*, p. 34.

to worry about those obstinate third fingers. The typist experiences difficulty in writing words containing letters *s*, *w*, *x*, *l*, *o*, and the period because he tends to concentrate the stress toward the thumb side of the hand and at the same time he tries to work the third finger in typing those letters just mentioned.

The typist can be taught to refrain from placing the stress toward the thumb and to direct that stress toward the third finger. Anyone can make this experiment if he will attempt to hold his hand in a position over the keys; then try to move the third finger in the attitude of typing letter *l*. If, instead of placing the stress on holding the hand over the keys, the stress is released on the thumb side of the hand and placed back of the third finger, the simplicity of operating the third finger will be understood.

These techniques are only a few of many piano techniques that possibly have values for the teacher of typewriting. The purpose of this paper is merely to call attention to some of the more important Matthay principles and to provoke consideration of the possibility of studying piano techniques, in the hope that some of them may be applied to the improvement of typewriting skill.

Piano Technique—Typewriting Technique

HAROLD H. SMITH

No one will be more surprised to see the foregoing article than its author, Mr. Tidwell. Possessing personal skill both in music and typewriting, it is natural that he should seek to link the two techniques of typing and of piano playing. He submitted the manuscript for this article a long time ago. The delay has been caused by a voluminous triangular correspondence between Mr. Tidwell, William Foster (our regular typing critic), and myself.

Where experts disagree, it is to be expected that lay readers may find interpretation difficult.

It is generally supposed that there is some

relationship between the techniques of piano playing and typewriting. Most of us, however, do not get beyond the hazy generalizing stage when this idea appears, and we have not seen anything published on the subject since Robert Canavello's articles in the *American Shorthand Teacher* in 1922.

Personally, I have found Tobias Matthay's writings on the subject of piano technique very helpful and stimulating in my attempts to analyze typing technique. Nevertheless, I am convinced that the true relationships between these two techniques cannot be understood and appreciated if the student lacks a certain degree of mastery of at least

one of the techniques. Any attempt based on theoretical considerations alone is almost certain to result in misinterpretation and wrong conclusions.

If Mr. Tidwell's presentation of the high points of Matthay's philosophy serves to encourage only a few typing teachers who can type upwards of 50 words a minute to study piano technique, its publication here will have been worth while.

Tobias Matthay is well known as a trainer of professional pianists in London, England.

N.C.T.F. Christmas Meeting

THE program of the annual convention of the National Commercial Teachers Federation, which will be held December 26-28 at the Hotel Sherman in Chicago, will be built around the general theme of "Clarifying the Objectives of Business Education." Paul Moser, of the Moser School, Chicago, is the local chairman.

At the business session of the convention in Chicago, the members of the Federation will have an opportunity to vote upon final approval of the new amendments to the constitution. One of the new amendments proposes the establishment of a college department. If the amendment is accepted, there will henceforth be three departments: secondary schools, private schools, and college.

The amendment would have the effect of allowing the newly organized college department to elect a representative to the Executive Board. In past years, the presidency has alternated between a member of the private-schools and a member of the secondary-schools departments; but with the addition of a new department, the selection of a president would be rotated among the three departments. If the amendment is accepted at the convention in Chicago during the Christmas holidays of 1940, it is the plan of the Executive Board to have the new college department elect officers and a representative on the Executive Board.

The Executive Board has been studying proposals for the creation of a new round-table section on distributive education. If

the requests for this round table are approved by the Executive Board, the new round table on distributive education will be included in the program for 1940.

Fraternities, colleges, and allied associations have been invited to plan their special dinners and meetings for Friday evening, December 27, and to have such meetings listed in the Federation's official convention program. Among the organizations that have announced meetings for this time are the National Association of Commercial Schools and the American Association of Commercial Colleges.

D R. J. DEWBERRY COPELAND has joined the faculty of Mary Washington College, Fredericksburg, Virginia, as assistant professor of commerce. He was formerly assistant professor of business education at the University of Florida, Gainesville.



J. DEWBERRY COPELAND



WINIFRED TEMPLETON

Dr. Copeland, whose Ed.D. degree is from New York University, has contributed widely to professional periodicals and has held office in state and regional associations. He was manager of the 1939-1940 Florida commercial contests. He is a member of four professional fraternities.

Miss Winifred Templeton has resigned from the Owen D. Young Model School, Van Hornesville, New York, to become an instructor in commercial education at Mary Washington College. She is a graduate of Southwest Missouri State Teachers College and is engaged in graduate study at Columbia University.

Miss Templeton has taught in the high schools of Winslow, Arizona, and Willow Springs, Missouri.

Dr. J. H. Dodd is head of the department at Mary Washington.

Schools Can Help Graduates "To Bridge the Gap"

SIDNEY and MARY EDLUND

JOBS. That word tells the great problem of youth today. Why is the graduate of a good high school or college so often unable to get the kind of job he wants?

There are four possible reasons:

First, he may not know what kind of work he wants to do. One employer expressed it thus: "High school graduates seldom know what they want to do. They just want a job—anything—and, of course, few of them get a job on that basis."

We have just finished asking over a hundred businessmen and women who employ thousands of recent graduates to give us their views on this subject. Collectively, they estimate that approximately one out of four high school graduates and one out of two college graduates know the type of job they want. If the young people have been to business school in addition to high school or college, then nearly three out of four know what they want to do.

But many of those who have selected a specific vocation have reached their choice mainly by chance. One employer said, "The failing of a great majority of the applicants is to mistake a casual knowledge for vocational interest in a field of work." According to the employers questioned, a negligible number of the graduates they interviewed are able to demonstrate adequate reasons for their vocational choices. Others probably have adequate reasons to support their job choice, but do not know how to sell the employer. That is the second reason that so

many young people do not get the jobs they want: They don't know how to go after them. It is the exception when a young person really plans a job campaign. According to the estimates of the hundred employers we have questioned, only one out of five plans for his interview. Four out of five make haphazard approaches.

Of course, there are some young people who just don't want to work. That is the third reason they do not get jobs. No doubt there always will be a percentage of drones; but there are probably more of them today, because self-discipline is at a low ebb.

The fourth reason why so many young people are unemployed is that there are not enough jobs to go around, or not enough of the kind that youth is prepared to fill. There are those who believe that this is so important that other reasons are of little significance. These people believe that even though the youth who knows how to go after the job he wants is very likely to get it, he does so at another's expense, and thus does not reduce unemployment.

The part that ordinary persons play in reducing unemployment is not clearly recognized. There is a way to create many more jobs, to which each one of us can contribute.

In this country there are now only two important ways by which new job opportunities may be created. The first is through new industry. The more important way is through the increased productivity of the individual. This brings lower costs, lower prices, greater purchases, higher living standards, new job opportunities.¹ It is this cycle that makes it possible for twenty-five million automobiles to be operating in this country.

Concentrate the attention of our youth on

EDITOR'S NOTE—The BUSINESS EDUCATION WORLD gave permission to teachers to reproduce for free distribution to their students Sidney Edlund's previous series, "Pick Your Job and Land It!" which was published in the B.E.W. last year. Both author and publisher were highly gratified by the comments of the teachers who wrote about using this series. We shall appreciate very much hearing the experiences of others.

¹This thought is more fully developed by William Hard in his article, "America, Unlimited," in Reader's Digest for September, 1939.

planning careers; on collecting each day the evidences of a job well done, in order to prove their right to the next step forward. Do this, and you have focussed their attention on doing a good job each day; then many of them will produce more through life, whether they are workers, managers, labor leaders, or legislators. Only in a democratic country may all contribute thus toward creating new job opportunities. With this background of understanding, more of our citizens will initiate or support those plans of government, labor, and business which foster increasing productivity and equitable distribution of the resulting gain.

No matter which of these four reasons is keeping a young person out of work, vocational guidance will help him to help himself.

Probably the most important function of vocational guidance is to improve attitudes toward work. Some of the employers we have recently questioned were asked to estimate the number of recent applicants they regarded as unemployable. The answer was: A little over a quarter of the recent school graduates they interviewed could not be considered because of unsatisfactory attitudes! And for the same reason, many who are employed are seriously held back in their early formative work years; they are standing still when they should be increasing their productivity.

The same employers estimate that another fourth of the young people they interviewed were unemployable because they lacked required skills. Many schools are changing curricula to enable more of their graduates to acquire some of these skills. The surveys and reports of guidance counselors should be of great value in such changes, since many of the counselors are very close to the requirements of industry.

It seems to us that vocational guidance will have accomplished fully its purpose for any individual student when he has learned to plan for the future, when he has selected a logical starting job, when he knows how to prepare an adequate campaign to get that job. Judged by such standards, only a small percentage of our students are effectively reached, even in communities where some



MARY EDLUND



SIDNEY EDLUND

SIDNEY EDLUND heads a firm of business consultants and is founder and organizer of the Man Marketing Clinic. MARY EDLUND is co-author with him of *Pick Your Job—and Land It!* (Prentice-Hall) and a director of the Man Marketing Clinic.

guidance plan is required in high school.

Vocational guidance is relatively a new profession. In 1937-38, only 6 per cent of all public high schools in this country had counselors devoting half time or more to counseling, including vocational guidance.² Of course, many principals and teachers are helping to the extent that their other duties and interests permit.

The need for more effective guidance is recognized by most school staffs. Parents, too, appreciate it. But the young people who are unemployed or in dead-end jobs appreciate the need more than anyone else. The Y.M.C.A. of New York City asked a number of these young people what would help them most. Sixty-five per cent of them answered: "Expert advice on how to choose and land a job." They considered this even more important than opportunities for additional schooling.

What can schools do to meet this challenge?

A technique has recently been developed which we believe makes it possible for existing staffs to reach more students and to reach them more effectively. Probably there is nothing entirely new in this technique, except perhaps its intensification of some phases, but the results have been gratifying.

² "Public High Schools Having Counselors and Guidance Officers," Walter J. Greenleaf and Royce E. Brewster; published by Federal Security Agency, U. S. Office of Education, Washington, D. C.

For example, in such schools as the Tobe-Coburn School for Fashion Careers, and the Packard School in New York, the attention of the student body and of recent graduates is being focused on *bridging the gap between school and business*. The methods that have proved so successful in the Man Marketing Clinic are being incorporated as part of a required course of study for every student. At Bucknell University the students interested are invited to meet for a series of discussion groups based on the same techniques.

Assembly meetings arouse enthusiasm in the plan. The leader asks if any students are confused concerning the kind of jobs they want. Many raise their hands. They are told specific steps that will start to solve that problem. They are encouraged to ask questions until the method is clear to all.

Next the leader explains the technique for digging out one's own hidden assets to prove his fitness for the job he wants. Then he illustrates how to plan an adequate campaign to get that job. After each explanation he makes sure that they all understand how to start. The next moves are up to the students—the essence of the plan is the participation of the individual in solving his own problem.

At the next session, smaller groups consider individual cases: specific vocational problems, the sales presentation of what each one has to offer an employer, means of getting enough leads. All students participate in constructive criticism. Some tell of their progress in vocational problems or in job campaigns. There are reports from those who have landed their jobs—often jobs much better than they would have thought possible before they started the job course.

One could hardly attend such meetings without being greatly stimulated, without having one's own vocational problems clarified. It is easier to see a point when it is illustrated by a neighbor's case. And thus, the leader, in a single meeting, helps many to help one another.

The interest of the entire student body is focused on developing a long-range work plan. The library features vocational books.

The salesmanship course illustrates many of its principles in terms of selling oneself. Every department co-operates.

In some localities the best opportunities for young people are largely in the factories. But the young people, supported by their parents, are nearly all headed for white-collar jobs. The school authorities know the situation. There is a difficult public-relations job to be done.

Helping our young people bridge the gap between school and business is definitely a community problem. The co-operation of businessmen, labor leaders, parents, teachers, and students is needed. But there is no organization that can so well sponsor such a plan as the school.

Let the high schools, colleges, and business schools in any community organize in this fashion. Then it will not be possible for any group of employers to say that the majority of their recent graduates do not know what they want to do, that they are unable to demonstrate sound reasons for their vocational choices, that most of them make haphazard approaches.

Such a plan will improve the attitude of young people toward work. It will help curtail unemployment. It will help the individual to develop along the lines of our American traditions.

[EDITOR'S NOTE: The Edlunds are now conducting, in both public and private schools, a series of clinics adapted from the famous Man Marketing Clinic of New York City, which Mr. Edlund founded. In the next article in this series, the Edlunds will describe the method they are using in establishing and conducting these clinics.]

A "HYPHENATED" classroom schedule, offering a three-months' leave of absence for advanced accounting students at precisely the time when public accounting jobs are most abundant, has been set up at the University of Texas, Austin.

J. Anderson Fitzgerald, dean of the School of Business Administration, has announced that advanced business-administration students may take courses from September 19 to December 21 and then step directly into jobs opening with the peak of the public accounting season. They will be permitted to make up necessary credit hours during the succeeding summer session.

Two More States Appoint Business Education Directors

GEORGE T.
WALKER
Louisiana

HAROLD B.
BUCKLEY
Pennsylvania

TWO state supervisors have been appointed this fall—Professor George Thomas Walker for the state of Louisiana, and Dr. Harold B. Buckley for the state of Pennsylvania.

Business education now has five state supervisors, the other three being Dr. Ira W. Kibby of California, Clinton A. Reed of New York, and Jack Milligan of Michigan.

It is interesting to note that the credit for the establishment of at least two of these state directorships goes to the George-Deen Act and distributive education. If this trend continues, business education, as a whole, is going to benefit more from the George-Deen Act than any of its proponents ever anticipated.

George Thomas Walker, until his appointment as state supervisor of commercial education for the state of Louisiana, was assistant professor of business administration in Southwestern Louisiana College, Lafayette.

He received his bachelor's degree from State Normal College, and his master's degree from Louisiana State University.

He has been president of the commerce section of the Louisiana State Teachers Association for two terms and is editor of the *Louisiana Teacher*, a new quarterly sponsored by the commercial teachers of Louisiana.

He has had many articles on bookkeeping and accounting published in the BUSINESS

EDUCATION WORLD and other journals.

Mr. Walker is a member of Kappa Delta Pi and Phi Delta Kappa.

He follows with keen interest all sports, and enjoys especially doing original research work and writing for professional magazines.

His headquarters are in the State Department of Education, Baton Rouge.

Dr. Harold B. Buckley's new title is chief of the division of business education for the state of Pennsylvania. In his new position, Dr. Buckley is responsible for both distributive education, under the George-Deen Act, and commercial education.

Professor Bishop Brown, director of the research bureau for retail training, University of Pittsburgh, held the position of chief of distributive education for the state of Pennsylvania until Dr. Buckley's appointment.

Dr. Buckley received his degree of Doctor of Education from Temple University.

Until the elimination of the Philadelphia division of commercial education, September, 1939, he had held the position of supervisor of business education for the day schools of Philadelphia for thirteen years, and for the past ten years has also held the position of supervisor of business education for the evening schools of Philadelphia.

In the spring of 1939 he was granted a leave of absence by the Philadelphia Board of Education to accept a temporary appointment as special agent for distributive edu-

cation in the Office of Education, Washington, D. C.

His business experience includes eleven years of part-time and full-time employment in store selling and management.

He is nationally known as a co-author of instructional materials in junior business

courses, and as a teacher-training instructor in the summer sessions of Columbia, Michigan, Pennsylvania, Temple, and Syracuse Universities.

Dr. Buckley's headquarters are in the State Department of Public Instruction, at Harrisburg.

Tri-State Enjoys Its Conventions

CONVENTIONS are nerve-racking things for officers to prepare for, and some people say there are too many of them anyway. Yet in the Tri-State area of western Pennsylvania, eastern Ohio, and northern West Virginia, there is an active commercial teachers' and administrators' organization that holds two successful two-day conventions each year.

Why?

The conventions of the Tri-State Commercial Education Association are friendly affairs. Even the most caustic and casual observer will echo the invariable remark of visiting dignitaries, "I've enjoyed myself here."

When Tri-State holds its spring meeting, it usually has two or three important speakers—the kind who are so big and so important (like Senator Brooks of Illinois, or MacDonald of the Foreign Policy Association) that social-studies teachers and civic organizations hedge around a bit and finally ask if they are allowed to attend. (They are.) Three or four hundred persons are always attracted to the luncheon, which features another imported speech-maker.

Then, in the fall, when teachers everywhere are watching as eagerly as their students for "Teachers' Institute Day," Tri-State jumps the regular Institute schedule by a week and holds a super-institute of its own. This fall the meeting, which was held in Pittsburgh, October 4th and 5th, under the leadership of President W. B. Elliott, listed many speakers, who addressed a dozen or more teacher groups in sectional sessions, and had another luncheon. A week later, commercial teachers joined the regular crowd and attended the county Institutes.

It is probably accurate to say that 75 per cent of the business-education teachers in the Association have been trained by a half-dozen schools—Pitt, Tech, Duquesne, Grove City, Indiana, West Virginia—and so each convention represents a semiannual checkup of marriages, promotions, and other personalia of classmates.

The sale of luncheon tickets exemplifies this same enthusiasm. In the fall meeting, there is only an hour or so between the morning and afternoon sessions. There is no speaker. Yet 160 persons reserved \$1.25 plates, just to eat with old friends. The perennial chairman of the luncheon, Harry Freedlander, swears he will gray prematurely from shouldering this responsibility.

College students start attending in their senior year and never stop coming. It seems as if everyone has at least a nodding acquaintance with everyone else. Clusters of former students always make it easy to locate Walters of Grove City, Worley of Duquesne, Mrs. Ely of Carnegie Tech, D. D. Lessenberry of Pitt, Curtis of Shippensburg. As soon as one of these leaders turns to handle some convention job, another student pops up with "How are you! Remember me? . ." and they always do.

Since everyone knows everyone else, nobody pulls punches. "I didn't like that meeting," someone will say. "It was the same old stuff—haggling about definitions. I want to be told *how* to do it; I know enough reasons *why*."

Accordingly, meetings tend more and more to be practical. For instance, when Miss Eleanor Skimin came from Detroit to present materials on the teaching of transcription, she was presented with a raw

group of high school students and told, "Show us how you do it." And she gave an hour and fifteen minutes of classroom demonstration, with not one minute of generalizing or philosophizing.

A group from the Indiana (Pennsylvania) State Teachers College presented a demonstration of how to use source materials and references in a transcription situation. A businessman dictated—and rather inconsistently. Miss Dorothy Karabinus took notes and did the transcription. Miss Ethel Hornick stood directly behind Miss Karabinus and pantomimed the reference and checking work necessary, such as the use of the files, the telephone, the encyclopedia, the dictionary. So that no one in the audience would misunderstand, Miss Margaret Dare stood at one side and explained the things being illustrated.

Another friendly thing about the Tri-State Convention is the fact that the classroom teacher does the talking. "Imported" speakers can't get away with grandiose generalizations. A discussion in a Tri-State session starts easily and soon pins the speaker down to a practical application. "But *how?*" we ask the authorities.

Most of the meetings, though, are addressed by teachers who have done conspicuously successful work in their own classrooms. They are drafted to tell us how they do it. In the convention held last month, six classroom teachers who are members of the Association were speakers—George Fisher, Forrest Henderson, and Margaret

Geigerich, all of Pittsburgh high schools; Earl McKenzie, of New Castle; and R. S. Hines and Harry Ankeney, of Cleveland. Two of the four imported speakers are classroom workers—John C. Kirk of Philadelphia and Miss Skimin of Detroit.

Consider the meeting of the Salesmanship and Distributive-Education section. There were two chairmen. Dart Ellsworth is director of Pittsburgh's distributive education program; and the other chairman, Elmer E. Spanabel, is a high school principal. One of the speakers is president of an advertising company—William C. Arthur; another, Robert E. Clarke, is personnel director of one of Pittsburgh's biggest department stores. Bishop Brown, of the University of Pittsburgh, led a half-hour discussion period after each address.

The exhibitors at the convention may compete with one another in the open market, but they are friends at the convention. They pass along the lookers-on like a series of salesmen in a men's clothing store. They even have a formal dinner, before the convention, with the Association's officers as guests. Political razzing and stories replace speeches.

But the friendliest part of the convention is the "Friday Night Party," a Tri-State institution. Over 500 persons enjoyed the dancing, card-playing, and floorshow planned by Mrs. Anna Cole and her committee.

Tri-State members enjoy their conventions!—Alan C. Lloyd.

Canadian Team Wins Typing Marathon

THE Canadian National Typing team won a decisive victory over the twelve American contestants in the 1940 international typewriting marathon, at the Canadian National Exhibition, in September, recapturing the Canadian Exhibition Trophy won by the Americal team in 1939, and taking possession for one year of the Cromwell Cup, which was donated by James H. R. Cromwell when he was United States Minister to Ottawa.

The teams typed day and night for fourteen days, their copy being H. G. Wells' *Outline of History*. The Canadians typed 1,706,778 words, made 52,034 errors, and a net score of 1,654,744. The American team

wrote 1,598,133 words, were penalized for 60,425 errors, and scored 1,537,708. Both teams went through the book three times completely and almost finished a fourth rewriting. The winners averaged 87.7 words a minute; the losing team, 82.2 words a minute. Comparative speeds in 1939 were 82.1 and 80.2.

Ubald Lamontagne was the individual star, with an average of 100.1 words a minute for the twenty-seven hours he was at the keyboard. Second to him was the captain of the United States National Typing Team, Mrs. Helen Widwald, of Cleveland, who averaged 99 words a minute.



PARKER LILES
President



J. MURRAY HILL
First Vice-President



R. R. RICHARDS
Second Vice-President



KERMIT FARRIS
Secretary

Southern Business Education Association To Meet *November 28-30*



L. C. HARWELL
Treasurer



A. J. LAWRENCE
Editor

THE Southern Business Education Association will hold its eighteenth annual meeting in Nashville, Tennessee, from November 28 through November 30, with headquarters at the Andrew Jackson Hotel.

Many outstanding speakers have accepted invitations from Parker Liles, president of S.B.E.A., to appear on the program. Panel discussions and special programs have been arranged to suit the varying interests of teachers.

President Liles has announced the appointment of Kermit Farris, of Leon High School, Tallahassee, Florida, to fill the unexpired term of H. P. Guy, of the University

of Kentucky, who resigned from the office of secretary in order to devote more time to his duties as first vice-president of the N.E.A. Department of Business Education.

Mr. Farris is vice-chairman of the Department of Business Education of the Florida Education Association and was a member of the business-education bulletin committee of the University of Florida, which prepared a business-education bulletin that was published in October by the State Department of Education.

Co-operative Education That Works!

The BUSINESS EDUCATION WORLD is convinced that co-operative education must be adopted generally if business education is to fulfill its obligations to the pupil. Therefore, beginning in the December issue, a new service department will offer assistance to those desiring to install a co-operative plan for secretarial and clerical-practice classes. The department will be conducted by a man who has been outstandingly successful in operating such a plan—

WILLIAM E. HAINES
Supervisor of Business Education, Wilmington, Delaware



The Modern High School Program

3. The General-Education Concept

WILLIAM R. ODELL, Ph.D.

IT is difficult to find terms to use for classifying the many and various types of secondary-school curriculum experimental activities. *General-education movement* (or *general-education concept*) is perhaps the most satisfactory term for describing the activities that we are to consider here.

"General education" is a term that has had wide currency in recent years, yet few persons have a good working knowledge of what it means and what it implies. It has been the basis of discussions at conferences everywhere, and countless articles have presented first one aspect of it and then another. Perhaps the most comprehensive single reference that can be given is *General Education in the American College*.¹ Contrary to its title, however, much of the material included in this publication deals with the problem of the secondary school, since the term has quite as much application to that school unit as to the college.

Perhaps the one most significant point that distinguishes or even identifies the general-education concept is its unwavering emphasis upon building an educational program out of the materials that actually matter to us as a group and as individuals today as opposed to what, according to tradition, is supposed to matter. That is, the general-education concept accepts the challenge posed by the earlier discussion of the problem of the high school—the need to develop a substantially new educational content for this school unit.

To define the general-education concept in any other way than in the foregoing broad terms is exceedingly difficult, for in spite of the widespread acceptance of this concept as basic to the development of the new educational program there actually is the widest possible disagreement concerning its applied meaning. This lack of agreement is well described in the introductory chapter of the yearbook referred to above.²

As stated already, however, the reason we are here concerned with the general-education concept is that it is generally accepted as the one universal criterion for the selection of the stuff out of which the curriculum shall be made. It is, as Eurich puts it in still other words:³

Despite the differences, however, there is a common desire, in the majority of plans, for general education at the upper secondary and college levels, to relate educational experiences more directly to the needs of human beings who are members of contemporary society, to contribute to the growth of individuals so that they will be more effective in meeting their real day-by-day problems—the more social as well as the more personal, the prospective as well as the more immediate—and to develop the desire and capacity for continuous self-education.

Eurich also notes, in addition to the foregoing agreement, one other agreement that is perhaps only slightly less significant. He states:⁴

Along with this common concern there is, likewise, a common purpose. Every program of general education designed to date stresses the need

¹A. C. Eurich, "A Renewed Emphasis Upon General Education," Chapter I, *General Education in the American College*, pp. 3-12.

²Ibid., p. 9.

³Ibid., p. 7.

⁴National Society for the Study of Education, Thirty-Eighth Yearbook, Part II: *General Education in the American College*. Public School Publishing Company, 1939.

for integration. The word has, perhaps, through endless repetition and overuse, lost some of its forcefulness. Nevertheless, the constant emphasis upon it signalized a *quest* for some sort of *unity* now lacking in educational matters.

Then he goes on to indicate that, as in the first point of agreement concerning the general-education concept, here again there is wide divergence in the way in which those who agree would apply the premise in actual curriculum construction. The important thing for us at this point again, however, is that the basic agreement does exist. It should be noted, too, that this second point of agreement relates not to the content of the curriculum so much as it does to the manner of organizing the material, once it is selected.

Thus, in the general-education concept there is fundamental agreement that for the establishment of a more effective educational program we need to seek new criteria for the selection of worth-while subject matter on the one hand, and new criteria for its organization on the other.

The general-education concept manifestly has grown quite logically out of the two matters discussed in the preceding articles in this series: first, the discrediting of the theory of mental discipline which in the beginning set the organization pattern for the high school; and second, the obvious value for all students of much of the new content that has had to be developed as the result of nonacademic students' increasing persistence in school recently.

With so little agreement existing as to the applications of the two basic premises of the general-education concept, it is not surprising that the array of recent curricular experiments is so vast and bewildering. They range in scope from minor modifications within the bounds of a single traditional subject, such as chemistry, to such a broad and sweeping change in the whole content and organization of the instructional program, as, for example, that at the Ohio State University high school.⁵ In some new programs only a change in subject-matter content is undertaken, in others a new organiza-

◆ **About Doctor Odell:** Assistant superintendent of schools in charge of secondary and adult education, Oakland, California. M.A. and Ph.D. from Columbia. Formerly co-ordinator of secondary education, Oakland; before that, assistant professor of education, Teachers College, Columbia. Has held high office in several professional organizations and has written tests, articles, and books on many subjects. Well known to B.E.W. readers. In 1939, on a fellowship, visited experimental high schools all over the country.

tion of the original subject matter is the chief concern, while in still others both content and organization are widely modified.

Six Types of Curriculum Organization

Perhaps the best summary of the whole confusing picture is that given in *The Emerging High School Curriculum and Its Direction*.⁶ Here the author, admitting that he is indulging in oversimplification in order to give a basic organization pattern against which to relate any given curriculum reorganization scheme, states that there are, as he sees it, only six major kinds of curriculum plans. These he names in order from the most traditional toward the least traditional as "(1) the subject curriculum, (2) the correlated curriculum, (3) the fused curriculum, (4) the broad-fields curriculum, (5) the experience curriculum, and (6) the core curriculum."⁷ While these types of curriculum plans are only a classification scheme to facilitate thinking in the field of curriculum-making, there is rather general agreement as to the meanings of most of the six terms.

1. The "subject curriculum" refers to the traditional pattern of high school curricular organization so familiar to us all. It still is the basic pattern of high school organization in all except the most experimental schools.

2. The "correlated curriculum" generally refers to any effort that is made to relate separate subjects in the program to each other at the same time that the subjects being related keep their own identities. This

⁵ Class of 1938, University High School, The Ohio State University: *Were We Guinea Pigs?* Henry Holt and Company, 1938.

⁶ Harold Spears, *The Emerging High School Curriculum and Its Direction*, American Book Company, 1940.

⁷ *Ibid.*, p. 53.

implies some such activity as relating the American history course to the American literature course by the two teachers of those subjects. This is not a new plan of instruction, of course. It is rather commonly operating in most high schools, in one way or another.

3. The "fused curriculum" goes one step further than the "correlated curriculum" by losing the individual identities of two or more separate courses whose contents are reorganized and commingled. Thus a course in "home problems" might be produced by making a single new course out of what before had been a home-economics course and a commercial course. Or, the fusion might be of two subjects within the same department as, for example, "stenographic office practice" might be developed out of three separate courses in advanced dictation, advanced typewriting, and business English. More time or less time or the same amount of time might be allocated to the new offering.

4. The "broad-fields curriculum" is more fundamental in its reorganization of the subject-field curriculum. Whole fields or departments are fused to make a simpler departmental organization; that is, one that has a few instead of many separate divisions to the programs. Such a plan, for example, would reorganize the present high school offering into such divisions as health education, social arts and sciences, natural science, practical arts, arts of expression, etc., instead of the ten or more departmental divisions now found in the typical high school.⁸ This type of program does not exist in many high schools, but has been rather widely used in new-type college programs.

The other two types of curriculum plans are not so clearly co-ordinated with the first four as Spears' chart would indicate. All the first four already described are clearly of one family and the sequence is obvious. All four are based upon a common acceptance of the necessity to compartmentalize knowledge, and they differ only in the complexity of the pattern used for organization

of the different sections into which knowledge is subdivided.

The subject curriculum is most subdivided; the correlated curriculum is only slightly less so, and that only by means of a mild sort of connecting link between an otherwise identical pattern; the fused curriculum is actually a full step removed from the subject curriculum; and the broad-fields is still another step removed toward simplification through reduction of both the number and kinds of subdivisions. In that sense, the first four types are truly co-ordinates.

5. The experience curriculum stands in sharp contrast to all the four just mentioned, in that it presents a diametrically opposite point of view with respect to the appropriate criterion by which to select subject matter quite as much as by which to organize it.

The experience curriculum takes the individual and his needs, interests, and abilities as the point of departure for meaningful educational experiences, as opposed to an authoritarian and subject-matter-set-out-in-advance-to-be-learned point of view, which is basic and common to the subject curriculum and its three derivative types.

For this reason it seems hardly justifiable to consider it as but another step in the evolution from reactionary toward revolutionary curriculum types. It is conceivable, in fact, for a modified acceptance of the experience-curriculum concept to operate in the subject-curriculum, or in the correlated or fused or broad-field types as well. It certainly is a possible point of view to use in the development of a core curriculum, as immediately will appear.

6. The core-curriculum also is not of the same order as the subject-curriculum types. It is doubtful, indeed, if it should be considered as a curriculum type in the same way that are the subject curriculum family on the one hand and the experience curriculum on the other.

To me the core curriculum seems much more to be simply the name given to a concerted attempt to develop within the high school a more effective type of general-education offering for all students. The reason for this belief is that the term "core

⁸ W. B. Featherstone, "The Place of Subjects in an Integrated Curriculum," *California Quarterly of Secondary Education*, 1933-1934

"course" is used to describe everything from a series of strictly separate subjects required of all students, at one extreme, to a unified experience-curriculum type of required program at the other.

Accordingly, it appears wise simply to define the term "core course" as being the whole endeavor now in widespread operation in public high schools everywhere to define and develop a more effective program of general education.

In some schools the term "core" is applied simply to the sequence of courses that are required of all students for graduation. Thus so many units of English plus a certain other number of units of social studies, science, and physical education courses may constitute the core curriculum or core program of the school. Such a core program is nothing new; we have had it always, of course, and such a concept of the core leaves one cold. It is no guarantee of anything other than what we had before.

It is only when the core curriculum moves away from the strict subject-curriculum that our pulses quicken. If the school considers the separate courses once required of all students simply as separate steps in a unified and sequential general-education program, then it begins to offer promise of better things ahead.

The correlated-curriculum concept, the fused-curriculum concept, or the broad-fields curriculum concept would provide an improved general-education program for the

high school. And, appropriately enough, these are the three common concepts that appear to be basic to virtually all the core programs in operation in the various experimental high schools.

Application of the "Core" Idea

As stated, almost every core program is different from every other. Nor are the differences only of an insignificant or superficial sort. For our purposes here, we shall examine briefly several core programs that illustrate the wide divergence that exists, and yet indicate clearly the essentially common purpose that underlies them all.

The first core program is that of one of the California co-operating schools, the Yuba City Union High School. The following chart⁸ and description of this program are taken from the recently issued bulletin, "Programs of the Co-operating Secondary Schools in California."

This program, most persons would agree, might be described as a core program based more upon the correlated-curriculum concept than any other. With the exception of the subject "core course" in the ninth year, and the "world-cultures" course in the tenth, which clearly are fused courses, the core consists of separate subjects of a more or less traditional organization pattern. With the exception of the two fused courses, all

⁸ California State Department of Education, Bulletin No. 3, 1939, Sacramento, California, May, 1939, p. 50.

GRADE PLACEMENT OF COURSES IN CORE AREA

Yuba City Union High School

9	10	11	12
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education
Core Course	English (correlated)	English (correlated)	
English			
Social Studies	World Cultures	United States History and Civics	Sociology and Economics (noncollege preparatory)

Remedial English also for students of low reading ability.

Remedial Mathematics for students of low arithmetic grade.

others in the core are for single periods and each is taught by a separate teacher. The whole array, however, becomes a unified core accordingly only because the teachers of

these separate subjects plan their work together, have agreed upon common goals, or in short do continuously correlate their activities and subjects. (*To be continued*)

What Is General Education? Core Curriculum?

HARL DOUGLASS, Ph.D.

DR. Odell gives us, in his third article on "The Modern High School Program," his version of this thing of which we are hearing so much and know so little—"general education." The very fact that Dr. Odell's concept and my concept of general education do not coincide in all important respects is good evidence that in the interest of classification we need more discussion of this trend and what it really is and means.

Dr. Odell believes that general education possesses the two following essential characteristics:

1. Building a curriculum out of materials that actually matter to us as a group and individuals today as opposed to what, according to tradition, is supposed to matter. Hence, it calls for substantially new educational content for the school.

2. Some sort of unity, an integration with respect to some unitary principle.

A believer in general education as I understand it, I have come to think of general education as centering more definitely around two other somewhat similar, somewhat different characteristics:

1. The development of information, concepts, skills, habits, attitudes, interests, etc., that will minister to the present needs of all the school population.

2. The breakdown of subject-matter compartmentalization in favor of more comprehensive and complex experience—provoking educational environment.

The first of these characteristics simply means that general education or "common" education concerns itself chiefly with the common needs of the great mass of people—physical and mental health, as citizens, as consumers, as home-makers and parents, as leisure participants. General education in this sense would include, from the

business-education subjects (perhaps in reorganized form), English for business, economics, business mathematics, consumer education (problems of selection and finance), much of what is taught as junior or general business training, personal typewriting, elements of bookkeeping, etc., as opposed to vocational courses in shorthand, office practice, etc. We should understand, of course, that in addition to the "general-education" portions of a school's program there should also be the specialized program of which specific vocational education is a part.

The second of these two characteristics involves the organization around new principles or "centers." This has been attempted by various programs of integration, fusion, and correlation. To me, the fundamentally sound program recognizes these concomitant principles of organization:

First and foremost, as far as is psychologically possible, the "content" of the school program should be organized around needs of experience as it *will* be used, if not as it is being used at present. This is as opposed to subject-matter segmentation.

Second, compromise, not so great as many think, must be made with the principle of sequence. It is uneconomical if not impossible to learn certain things before certain others. Excellent illustrations abound on every hand in shorthand, bookkeeping, and mathematics. You can hardly learn long division before acquiring some mastery of number combinations and the multiplication table.

Third, a person's present as well as his future needs can be met only in terms of his "maturity," his "readiness," his "back-

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ground." A fourteen-year-old boy may feel a need to know what effect upon the financial possibilities in farming in the United States the success of the Nazis in their war would have; or another wishes to know how eclipses can be predicted; or another wishes to work on the relation of heat and energy or heat and change of state of compounds.

To be sure, something can be learned about all such matters by fourteen-year-olds, but there are thousands of units of study equally suited to the needs and interests of fourteen-year-olds, upon which their efforts would yield far greater educational returns.

In other words, "general" education to me means education for common needs and the reorganization of education around new principles—less emphasis upon logical subject-matter classification and more upon interrelations and relationship to needs and areas of needs. Now these principles are not essentially different from those of Dr. Odell's, but they serve me better. They have more meaning for me. Most probably Dr. Odell's mean more to him. At any rate, we need to give much more attention to these rapidly developing new trends in educational thought.

Types of Curricular Organization

Dr. Odell very aptly identified six types of curricular organization. These differ greatly in their susceptibility to use in programs of "general" education—the subject curriculum being the least well adapted. The "experience" and "core" systems provide the greater necessary flexibility, though

the "broad-fields" and "fused" systems may also be employed to advantage. One should certainly not confuse general education with any one of those or even with "integrated" curricula.

These terms, "core," "fused," and others like "integration," have various meanings and types of application, and much confusion about them exists. They possess no inherent intrinsic value. *They are means to ends and must be so thought of and employed.*

Unfortunately, many "progressive" educators, having only a superficial understanding of these devices and their philosophies, employ them in such a manner as to achieve little or none of their possible advantages. They regard "fusion" or "integration" of content from two or more subjects as a "stunt," the performance of which has in itself unusual value and reflects great credit upon the manipulator.

Let us hope that "general" education, so sound and so much needed, may be protected from its friends, its half-baked apostles, its superficial shortcut zealots. Such discussions as those of Dr. Odell in the BUSINESS EDUCATION WORLD should contribute to keep at a minimum the harm almost invariably dealt new ideas and plans in education by camp followers, promoters, and idealists, characterized by more zeal than understanding.

Next month Dr. Odell will list and discuss several practical applications of general education and the core curriculum.

MRS. MABEL E. GODDARD, head of the secretarial department at the MacDuffie School for Girls in Springfield, Massachusetts, died at the Springfield hospital on August 31 following an illness of several months.

Mrs. Goddard, who was well known as an educator, began her professional career at the Anthony Wayne Institute at Fort Wayne, Indiana. Subsequently, she taught at Brattleboro (Vermont) Business Institute and in 1930 established her own school in Springfield.

Mrs. Goddard is survived by her husband, Ernest J. Goddard, her mother, a brother and a sister, and several nieces and nephews.

Checking Practice Sets in Bookkeeping

GEORGE THOMAS WALKER

THE value of practice sets was aptly stressed in a recent article in this magazine.¹ The author rightly says, "Trying to teach bookkeeping without a practice set is like trying to teach horseback riding without a horse. Just as experiments are provided for in chemistry, physics, and science, so should actual experiments in business be provided for in bookkeeping. Fundamental knowledge is built up as a result of experience."²

As is true of all other phases of the student's work, his work on a model set must be closely supervised if the practice project is to be meaningful. Too often, students copy portions of the work from the sets of other students and, in an unbelievable number of cases, students are permitted to copy from the teacher's key. Or—and this practice is probably more prevalent—the teacher refers to the key and then reads the entry to the student. Such practices as these are to be condemned.

Many teachers like to check over the practice sets weekly or bi-weekly. Such a check reveals the progress or lack of progress of the student and points to specific difficulties which the student may have encountered. If it is not possible for the teacher to check the set in the presence of the student, it becomes necessary for the teacher to make some notations in the practice set where errors have been made, or to indicate the errors in some other way.

An excellent way of indicating to the student the errors that have been made is for the teacher to note the errors on a specially prepared sheet.

The information contained in such a sheet is shown below. If this information is typed in two columns, it will fit on a

sheet of paper 8½ inches wide by 14 inches long and can, of course, be duplicated.

This error check sheet is given in more detail than might be desirable in some instances. Also, the sheet is not intended to be one that can be used advantageously with all practice sets. The teacher should prepare a sheet for each practice set after studying the different features of the system of accounts and the requirements of the set.

Of course if the error check sheet is being used when checking the sets weekly or bi-weekly, some of the items shown in the illustrative check sheet would not be required. For example, the items, "adjusting entries omitted or incorrect" and "closing entries omitted or incorrect," in the first section would not be needed on the check sheet until the completed set is being checked.

When error check sheets are used, the teacher has definite and valuable information as to the kind of remedial teaching that should be done. At the same time, the student is provided with an itemized list of the errors made. It is essential that he recognize his errors and correct some or all of them if the working of the model set is to be of utmost practical value.

ERROR CHECK SHEET

Practice Set No. Name.....

General Journal

- Dates incorrectly entered
- Explanations omitted or incomplete
- Folios not indicated
- Incorrect account titles
- Incorrect amounts
- Entry omitted
- Adjusting entries omitted or incorrect
- Closing entries omitted or incorrect
- Careless work

¹ James W. Kestol, "Practice Sets in High School Bookkeeping," *Business Education World*, May, 1940, pp. 756-757.

² *Ibid.*, p. 757.

Cash Receipts Journal

- Dates incorrectly entered
- Explanations incorrect or incomplete
- Amounts entered in wrong columns
- Subsidiary ledger folios incomplete
- Incorrect totals
- Incorrect ruling
- Ledger folios incorrect or incomplete
- Transactions omitted
- Careless work

Petty Cash Book

- Dates incorrectly entered
- Explanations omitted
- Incorrect use of columns
- No postings should be made to ledger
- Ruling incorrect

Sales Journal

- Dates missing
- Year at head of date column
- Subsidiary ledger folios incorrect or incomplete
- Ledger folios incorrect or incomplete
- Summary incorrect
- Ruling incorrect
- Careless work

Sales Returns and Allowances Journal

- Dates missing
- Year at head of date column
- Subsidiary ledger folios incorrect or incomplete
- Ledger folios incorrect or incomplete
- Summary incorrect
- Ruling incorrect

Voucher Register

- Date column incorrectly used
- Check number column not filled in
- Incorrect entry
- Voucher omitted
- Totals incorrect
- Explanation column incorrectly used
- Sundries folio column incomplete
- Summary postings not indicated
- Ruling incorrect
- Careless work

◆ **About George Thomas Walker:** Newly appointed State Director of Business Education for Louisiana. Formerly assistant professor of business education, Southwestern Louisiana College, Lafayette. Degrees from Louisiana State Normal College and Louisiana State University. Has been president of the commerce section of the Louisiana Teachers Association and editor of *The Louisiana Commerce Teacher*. Author of a textbook and articles on several subjects. Enjoys all athletic sports, research work, and writing.

Check Register

- Date column incorrectly used
- Voucher and check number columns incomplete
- Incorrect entry
- Entry omitted
- Totals incorrect
- Subsidiary folios incomplete
- Summary postings not indicated
- Incorrect ruling
- Careless work

Miscellaneous

- Work sheet
- Schedules

Balance Sheet

- Heading incorrect or missing
- Poor indentions
- Present capital incorrect
- Items classified incorrectly

Profit and Loss Statement

- Heading incorrect or missing
- Poor indentions
- Cost of goods sold section incorrect
- Operating expense section incorrect
- Expenses not classified properly
- Net profit incorrect

Ledger

- Dates missing
- Year at head of date columns
- Folio pages missing
- Accounts with incorrect balances
- Incorrect entry
- Proper accounts not ruled
- Rulings incorrect
- Explanations incomplete or incorrect
- Balances not brought down or brought down incorrectly
- Postings omitted
- Careless work

Accounts Receivable Ledger

- Dates omitted or incorrect
- Explanations omitted
- Balances incorrect
- Balances not properly indicated
- Folios incomplete or incorrect
- Rulings incorrect

Vouchers Payable Ledger

- Dates omitted
- Explanations omitted
- Balances incorrect
- Balances not properly indicated
- Folios incomplete or incorrect
- Rulings incorrect

Student Teachers' Department

Conducted by
MARION M. LAMB

*This teacher knows textbooks
Much better than most,
But must have neglected
Her Emily Post!*

Helping Students To Learn

No doubt an amusing essay could be written on devices used to lead students to learning. They probably have been ordered, frightened, shamed, coaxed, entertained, bribed, and even "vamped" into mastering the lesson of the day. Our efforts to disprove the adage about the horse and the drinking water would make box-office comedy, but most of us are too much a part of the scene to appreciate its full humor and would prefer discussion of a few legitimate methods of helping students to learn.

Happily assuming that you know your subject matter and are learning to teach it, we shall limit this discussion to two subjects: first, creating an environment conducive to learning; and second, adopting procedures helpful to learning.

Creating an Environment Conducive To Learning

Classrooms, like homes, have emotional overtones that anyone can feel who is sensitive to atmosphere. The kind of classroom you will have will depend a great deal upon your personality, your philosophy of education, your understanding of the boys and girls under your direction, and your ability to establish and maintain the type of classroom you consider desirable.

Some teachers allow students a great amount of personal freedom and opportunity for self-expression; others hold student initiative to a minimum. Generally speaking,



educators seem to agree that it is desirable to allow students as much personal freedom as they will responsibly assume, but the determination of rules and regulations will depend largely upon you.

There are, however, certain truths that hold for every teacher who wishes to create an environment effective for learning. They are as follows:

1. The physical conditions of the room should be favorable. The classroom should be clean, comfortable, and attractive. No one but the teacher who forgets to open the windows would expect students to learn anything in a room filled with foul air; no one but the superintendent struggling with an inadequate budget really believes that students can study in a dimly lighted room.

2. There must be sufficient order and quiet for learning. This means that the teacher must know not only how to direct the activities of students, but also how to attend to the details of classroom management so that her time will be relatively free and uninterrupted for class work.

Accept it as uncompromising fact that boys and girls cannot learn in chaos.

3. Satisfactory classroom relationships are based upon respect. The teacher must respect the individual rights and personalities of the pupils to the extent that she does not abuse her small power over them; the pupils must respect the teacher before they willingly accept her guidance.

Establishing respect in the classroom will be your responsibility when you are teaching. You undoubtedly know that boys and girls will not accept a teacher who is shrill, incapable, slovenly, sarcastic, unkind, unfair. You know, or will soon find out, that they do not respect a teacher

who does not hold students to high standards of personal conduct and at least fairly high standards of work. These standards set for the class, and preferably by the class, should be discussed and explained in rather philosophic detail at the beginning of the course and, once accepted, should be maintained.

4. There should be mutual confidence between the teacher and students. The teacher must know her subject matter well enough to inspire the trust of the pupils. On the other hand, the teacher must have enough confidence in herself, and in the ability of her pupils to learn, to inspire self-confidence in her students. Confidence is contagious.

5. The room should be a pleasant place. After all, students are entitled to a comfortable amount of emotional security. Very few of the mistakes made in classrooms are calamities, and they should not be treated as such.

Adopting Procedures Helpful To Learning

The following discussion of teaching practices that help students to learn is by no means comprehensive or even representative of the methods and motivating devices known for helping boys and girls to learn. Books have been written on this subject. You, as a teacher of shorthand, for example, should know not only the Gregg courses of study for the various methods of teaching the subject, but also the supplementary books that highlight helpful classroom procedures for teaching shorthand and building speed. City and state syllabi usually give excellent suggestions.

We shall mention here only fundamental principles of teaching, which you no doubt know, but which you may forget to practice in your first days of teaching:

Remember that students learn through their senses. If, in teaching rules, you tell a class a rule, a few quick students will grasp your thought; they have literally learned "by ear." If you then illustrate the rule by writing a few examples on the board, or, if the class is slow, if you write both the rule and the examples on the board, a number of pupils will understand—some of them because they learn through their eyes, some of them because they have heard the rule and have seen it in writing.

Now in shorthand teaching, we help students to learn through their eyes, through their ears, and through the development of automatic response in writing. We demonstrate the writing of outlines on the board, and we have students

read pages of well-written shorthand. We "sound" words for them to make learning easier (*purp*—purpose; *er not*—whether or not; *vance*—advance; etc.). We have students practice air writing as they read, pronounce words to themselves as they practice writing them in shorthand.

Go over homework assignments carefully with pupils, making your directions explicit and giving class members the benefit of your advice as to how they can master the work with the greatest dispatch and accuracy.

In lesson planning, reduce the subject matter to be learned to its simplest elements and then provide for enough repetition and review in class to guarantee overlearning. Overlearning is necessary if the student is not to forget what he has learned in a very short time.

Concerning the first of these points (the reducing of material to its simplest components), we might do well to consider the advertising maxim, "Tell it to Sweeney and the Van Cortlands will understand."

A teacher, like a copy writer, cannot afford to slant her message to the upper 10 percent of her class; she cannot afford to be subtle or obscure. Her teaching must be so clear and reduced to such plain terms that the average and low-average pupils can grasp it. It follows that the bright ones will understand.

Concerning the second factor, the need for repetition: I once heard a writer of vaudeville and radio skits say that a joke should be repeated three times, in slightly different form, if the average adult audience is to get the point. If that is true in entertainment, how true it must be in education!

A last word on this very important matter of lesson planning: Plan student-centered lessons that give every boy and girl an opportunity to perform successfully according to his abilities. "He can who thinks he can." Success in anything is built upon success, and your students should gain a feeling of power and accomplishment in your subject as soon as possible.

Variety is more than the spice of life in school; it is the salvation of teachers and students with no taste for deadly routine. Classes can be dull or they can be stimulating, depending largely upon the teacher's enthusiasm and her knowledge of methods and materials.

Shorthand classes need never be dull, for we have a variety of materials to supplement textbooks, and we surely have ample choice in methods of teaching.

Make use of all the legitimate motivating devices you know. Fortunately for us in business education, pupils usually come to our classes convinced of the value of the work they are about to start. Our problem is not one of "selling" them the subjects we have to offer, but of keeping them up to their best standards of work. The following motivating practices, in general use, are presented for your consideration:

1. Have a grading system that students understand. Perhaps students shouldn't work for marks, but all too often they either work for marks or they don't work to capacity. Probably there is no motivating practice so effective as marking and returning enough papers to convince pupils that you know exactly what kind of work each person is doing.

2. You probably will not be able to mark all the homework papers that come to you, but you should check them every day. When a pupil fails to turn in work, or turns in incomplete work, call his attention to the fact.

3. Have immediate goals for students to reach. The Gregg awards system provides a goal for each level of accomplishment and a reward to mark each milestone of success. These awards represent success not only to students but to their parents, as well.

4. If possible, plan some work that students can take home or send to their parents. For example, have you ever had typewriting students type a letter to their parents and send it by mail as a surprise?

5. Keep your bulletin boards covered with interesting exhibits of good work from pupils; honor rolls of students doing outstanding work or of those with especially commendable habits of work and conduct; graphs of test results, so that each pupil may check his standing in the class; pertinent clippings and pictures from magazines and papers.

6. If you can possibly do so, break the monotony of school routine once in a while by showing motion pictures of business practices, by bringing speakers to class, by taking the class to offices and industrial plants.

7. See to it that students get credit when they deserve it. News of special honors won by pupils should be printed in the school newspaper and possibly in the local community paper. Praise should always be given in class when it is merited.

Helping students to learn implies successful teaching. It implies knowledge of subject matter, knowledge of methods of teaching, sensitivity to physical and emotional factors affecting students and determining the environment, willingness to adopt every technique that will increase understanding and encourage mental development.

A Few Questions

1. Describe briefly a classroom suitable for shorthand, including adequate equipment.

2. What physical conditions of a classroom should be checked at the beginning of every period?

3. What, specifically, constitutes high standards of conduct for students in the classroom? Do you believe that all students, regardless of ability, can be held to high standards? What can the teacher do to help students achieve such standards?

4. How can a teacher routinize the details of classroom management so that she is free to help students?

5. How can a teacher create a feeling of "emotional security" in a classroom?

6. Do emotional factors influence skill building? Give one example.

7. How can you allocate class time to avoid monotony in your procedures?

8. What suggestions might you make to students to help them in their home work?

9. Do you believe that a student is entitled to see his grades in your grade book? Justify your answer.

10. If one of your students asks you to give him extra help after school hours, for which he offers to pay you, should you help him and accept the money? Justify your answer.

Answers to the Questions in the October Student Teachers' Department

Question 1

Which of the two teachers understood the process of leading students from one step of thought to another?

Answer. The second teacher understood that students must be led through the progressive steps of thinking; she realized that one idea must be mastered at a time and that it is the teacher's responsibility to make sure that students are really mastering the work as they proceed. The first teacher did not understand this vital principle of teaching.

Question 2

If the second lesson observed was really better than the first lesson, why did the students in the first class not ask questions, whereas the students in the second class did?

Answer: The students in the first class did not ask questions because they did not know enough about the lesson of the day to ask questions. If the teacher had looked at the students with seeing eyes, she would have realized that they were confused. Moral: Silence does not necessarily indicate understanding.

Question 3

What do you think of the pacing, or timing, of the procedures in these lessons?

Answer. The pacing of both lessons was faulty, although one might offer an alibi for the second teacher. The first teacher obviously had no idea that a teacher should gauge her teaching procedures by student response or performance, for she rushed from one part of the lesson to the next without attempting to test the learning that had taken place.

The second teacher went to the other extreme. This evidently resourceful young woman, aware that the success of her lesson would in great part be judged by student response, paced her lesson so slowly that the dullest pupil could recite; consequently a great deal of class time was lost. Pupils so slow that they need to have the rule written in longhand on the blackboard should not be taking shorthand.

Several other procedures in the second lesson could have been condensed with profit. For example, the first part of the presentation could have been shortened if the teacher had very briefly shown on the board that in shorthand the orthodox outlines *a-r-t* are shortened to left-motion *a-l* for speed in writing; then she could have written on the board the first pair of contrasting outlines, *bat-heart*, to illustrate the practice. This pair could have been followed by the seven other pairs of outlines, presented one pair at a time for group reading.

Following that, the teacher could have pointed to the words at random for group and individual reading, and then she could have proceeded to the series of new words embodying the principle.

Note that twice in the second teacher's lesson the word *am* is written with the circle. This in itself is of little consequence, since we all make mistakes, even on brief forms, but it is significant that no one in a responsive class corrected the teacher. Somehow, at some time, the students in that class learned that the teacher should not be corrected, and of course you know that is not sensible.

Question 4

Should a teacher use only textbook material in her class work if the homework covers the material in the textbook?

Answer. Is there any one who does not agree that we should all supplement our textbook materials with words, sentences, paragraphs, and letters taken from supplementary books or from our imagination?

Question 5

What do you think of statements such as this: "We shall try to learn how to write the circle with the left motion"?

Answer. The first teacher could well have been a little less truthful and a bit more courageous. It is poor psychology to suggest failure.

Question 6

Do you think that the first teacher's comments, made while the class members were copying outlines, helped the students or hindered them?

Answer. The comments definitely interrupted the thinking of the class as they attempted to write the words applying the principles they did not understand. Pupils should be allowed to concentrate upon the learning at hand without interruptions from the teacher.

Question 7

What is your opinion of the value of copying outlines from the book in class versus the value of writing the words from dictation?

Answer. Outlines can be copied from books at home without the aid of the teacher. Students should get as much practice as possible in taking dictation.

Question 8

What could the first teacher have done when she realized that the students had not grasped the principles to be learned?

Answer. When the first teacher saw that most of the pupils had not grasped the rule, she should have accepted the failure as hers and put her original lesson plan out of her mind, and then she should have tried to clear up the difficulties at hand as resourcefully as possible. Certainly she should not have returned to methods that had proved to be inadequate. In this instance, since she had started to point out the differences between the words *dream* and *dare*, she should have called upon one of the volunteers to answer the question she had asked, supplementing that answer with her own clear explanation. After that she could have written on the board contrasting pairs of outlines illustrating the fact that the vowel sound must precede the *r*: *dare, dray, tear, tree; tart, trait; star, stray; tear, tray, etc.*

Of course, as the old saying goes, hindsight is easier than foresight, but do you not agree that the teacher should have carried on through the difficulty she had encountered, instead of returning in panic to the first procedures of the lesson?

Question 9

Why did the first teacher have Helen write the word *dream* on the board? What do you think of this procedure?

Answer. Your guess is as good as mine. I believe that the teacher was unconsciously projecting her failure to Helen by directing the attention of the class to Helen's failure. This is not uncommon, but let it be quickly added that it is seldom, if ever, intentional. Very few of us

would willingly have a "whipping boy" to bear the brunt of our shortcomings.

Question 10

What do you think of the second teacher's plan of teaching by comparison and contrast? Which teacher started with material that was familiar to the students and progressed to the unfamiliar?

Answer. We have Dr. Gregg's own word for it that teaching by comparison and contrast is effective. The second teacher started with familiar words that contrasted with unfamiliar words, whereas the first teacher plunged "cold" into the new lesson.

Question 11

Did not the second teacher waste time by asking so many questions?

Answer. In many cases, yes. Asking questions to test learning is good teaching practice, however, and to err on the side of caution is not a bad fault in a beginning teacher.

Question 12

Did you notice that the second teacher never commented on an incorrect recitation, but always gave credit for a correct one? Do you approve of this Pollyanna practice?

Answer. Giving credit for a correct recitation and passing over incorrect recitations without comment is good practice in skill building. Many students fail because of fear of failure, rather than because of lack of skill. If failure is pointed out and emphasized, the fear of failure and its resulting tensions are increased.

On the other hand, to comment favorably on successful performance increases the confidence of the group. In shorthand, as in everything else, nothing succeeds like success.

Question 13

What do you think of the second teacher's plan of writing the parts of the rule on the board as they were learned? Why write the rule on the board when it was stated in the textbook?

Answer. This procedure could be justified only for a class so slow that it should not be studying shorthand. It places unnecessary emphasis upon the wording of the rule, whereas the emphasis should be on correct application.

Question 13

When the students proved they could write the new words embodying the principles learned, why did the teacher waste time by dictating sentences and paragraphs?

Answer. Paragraph dictation is the best type of dictation, for it involves such important factors as sustained power, thought-carrying, and reading from context. One might better criticize the second lesson for its many word lists rather than for its sentences and paragraphs.

Question 15

Why did the second teacher call the left-motion circle the "reverse" circle? Would this not confuse the students?

Answer. This is a matter of opinion. Personally, I believe the term "reverse circle" explains the original term.

Question 16

Why did the second teacher always call on the bright students first and then upon the poor students? Do you believe that students learn from their classmates?

Answer. The second teacher called upon the bright students first and then upon the poor students so that each pupil would have an opportunity to perform in accordance with his abilities.

As you know, successful performance gives students a feeling of confidence and power in the subject, makes classroom life more pleasant, and gives the poorest students in the class every opportunity to learn from their classmates as well as from the teacher.

Question 17

Do you believe in the practice of making each step of learning as easy as possible for students? Do you believe in planning your procedures so that students meet with as little failure and as much success as possible?

Answer. We hope so. This does not mean, however, that the work should not engage the students' best abilities. The teacher's art lies in planning and presenting lessons in such a way that learning is as pleasant as possible, yet challenging.

Students should, of course, meet with as little failure as possible.

Question 18

Would you say that the procedures of the first class were teacher-centered or student-centered? Of the second class?

Answer. The procedures of the first class were decidedly teacher-centered. They were planned for the teacher's convenience, rather than for the students' development. It is quite easy to read a rule, have students copy outlines from the book, and then place the responsibility for learning on the members of the class. The only trouble is that it doesn't work!

The procedures of the second teacher were student-centered, with the teacher leading the

group from one part of the lesson to the next. Difficulties had been anticipated. There was more than adequate testing.

We have, however, that unanswered question about the outline for *am*, which could have so easily been changed to read *aim*. Why was it not called to the student teacher's attention? Let's blame that on the regular teacher! Surely student teachers don't believe in such old-fashioned, teacher-centered philosophies!

Question 19

What was the difference in the kind of student activity in Class 1 and Class 2? What difference was there in the attitude of the teachers toward student activity?

Answer. The student activity in Class 1 was "busy work." As a matter of fact, the students could have accomplished more if they had been given their books in a quiet room for an hour and allowed to study and practice the lesson without interruption from the teacher.

In Class 2 we have a good example of a teacher "drawing out" students in inductive learning. The teacher was the leader of the group, but she gave the pupils plenty of opportunity to recite and to apply their learning.

The first teacher had the idea that her first task was to dominate the group, to drive them on to accomplishment by nagging and admonition. In the second teacher's class, the lesson was the thing (except for that *a-m* outline) and the teacher's procedures seemed to be adapted to the needs of the class.

Question 20

What, in your opinion, was the source of the first teacher's difficulties? Of the second teacher's success?

Answer. The first teacher's difficulties probably arose from the fact that she did not understand the teacher's function in the classroom. She had the old idea of "keeping school" and letting the learning take care of itself. Maybe she had seen too many funny valentines or Hollywood presentations of school life.

Then, too, much of this teacher's trouble was no doubt caused by the fact that she was so much concerned by her own situation that she did not have the eyes to see that the members of the class were confused. Her thought was not "Do the students understand this?" but "Well, the class is quiet and busy and I'm doing all right so far."

Now, we can all understand this state of mind and sympathize with it—for who hasn't lived through these academic ordeals?—but it is uncompromising fact that a teacher must learn to direct her attention and interest outward to the students if she is to teach.

The second teacher was successful for several reasons:

1. She had anticipated learning difficulties when

she planned her lesson, which made the teaching of the lesson easier. For example, she had the foresight to realize that some pupils might not see that the vowel sound precedes the *r* in the left-motion circle.

2. She did not "tell the class" when the class could "tell her."

3. She directed attention to successful work rather than to failure.

4. She made every effort to test comprehension of principles before she proceeded to the application of those principles by students.

5. She made the lesson interesting by her own vital enthusiasm.

6. She achieved the goal she had set for herself and the students.

The second teacher's lesson had faults, of course. Some of her procedures were time-wasting; there was too much emphasis placed on the wording of a rule; an incorrect outline (or an outline read incorrectly) remained incorrect; it is contrary to good teaching practice to call only on students who volunteer to recite; it was unfortunate that the teacher did not finish the lesson before the bell rang.

Nevertheless, I believe the second teacher's lesson was good because it proved that she could lead a class through progressive phases of learning to ultimate understanding and satisfactory performance. And as far as method is concerned, let it be said in her defense that method must be relative to the situation and the teacher's own abilities and philosophy. The important factor is the student reaction to the method used.

Frederick R. Beygrau Honored

AT a dinner held at the West Side Y.M.C.A., in New York City, Frederick R. Beygrau was presented with the Y.M.C.A. golden triangle, a highly prized award symbolic of long and faithful service to that organization. Among the few who hold this high award is Chief Justice Charles Evans Hughes, one of the founders, and for thirty-five years an active member, of the West Side Branch.

Mr. Beygrau received the emblem in recognition of thirty-three years of service as head evening instructor in commercial studies. His unprecedented length of teaching service qualifies him for the title of dean of all Y.M.C.A. teachers in the world.

Mr. Beygrau has taught methods of teaching shorthand at some of the leading colleges in the country. He organized the first shorthand and typewriting department at Columbia University. *Who's Who Among North American Authors* lists his many articles and books on shorthand and typewriting.

Dr. Edgar M. Stover is Y.M.C.A. educational director; Dr. William I. Pearman is principal of the Y.M.C.A. Evening School.

How We Emphasize Conservation

GUILBERT GRAHAM

Senior High School, Zanesville, Ohio

EDITOR'S NOTE—The Zanesville (Ohio) Public Schools inaugurated, in September, 1938, the "Zanesville Plan of Conservation Education," with Mr. O. E. Fink as conservation supervisor. Zanesville is on the Muskingum River, where the United States Government is carrying on one of its most extensive surveys for conservation on the Muskingum Watershed.

The "Zanesville Plan" provides for instruction in conservation in the regular studies of the curriculum in elementary school and junior and senior high schools.

Mr. Graham gives in this article a brief statement of his approach to the subject of conservation, and a choice list of references for use by teachers and students.—DOUGLAS C. RIDGLEY, Series Editor.

EVERY teacher has an opportunity and a responsibility to instruct students concerning our dependence upon the natural resources of our country. In recent years we have become more and more aware of the fact that the natural resources of this continent are limited. Earlier generations held that such resources as soil, forests, and mineral fuels were so extensive that they were practically inexhaustible. This idea is now less prevalent, but it still persists among the present generation of students. It is not difficult to convince them, however, that many of the resources of nature are being wasted at such a rapid rate that we are becoming poorer year by year.

Our next task, it seems to me, is to teach something of the ways by which loss of natural resources may be lessened or prevented, and then something of the responsibility of citizens to see that legislation is provided that will bring about the wisest use of our resources. It is probable that only a small number of our boys and girls in city schools will become farmers. We should point out good and bad land-use practices, however,

in order that they may have the facts necessary to formulate proper attitudes on such matters as land-use. When citizens realize that many current practices of farming, lumbering, and mining are destroying the basis of our national economy, they will demand that wiser policies of land-use be adopted.

Geography offers many opportunities for guiding students in the direction of such vocational possibilities as are listed in the Civil Service announcements concerning examinations and requirements for scientists and workers in the various bureaus and departments of the Federal Government. We should call to the attention of our students the demand for trained men and women to carry on research in conservation. Geography gives basic information concerning these problems.

Conservation and High School Geography

Without listing a unit or chapter in geography under the heading of conservation, we attempt to bring out concepts of wise land-use in connection with each unit of the course. The method of procedure depends largely upon the time given to the study of geography. In our school, where the work is divided into a semester of physical geography and a semester of economic or commercial geography, there are many topics in which conservation may be introduced.

In physical geography, we include a discussion of the wise use of natural resources wherever the study of these resources appears in the course. We present a rather detailed and somewhat technical study of soils and weather, and spend less time with the study of minerals and native vegetation. We consider the degree and rapidity of erosion in the study of major physiographic regions.

During the second semester, we study the eight basic occupations: hunting, fishing, grazing, farming, forestry, mining, manufacturing, and commerce. Emphasis here, in regard to conservation, is placed more upon needs, policies, and legislation than upon methods or practices.

In the introduction to the course in economic geography, during the study of a unit on the distribution of people, we emphasize the effect of erosion by comparing fertile lands that support a dense population even after long periods of settlement, and regions that were once densely populated but now support only a few persons.

Materials for Class Use

Much valuable material is available to schools and colleges at little or no cost. Excellent bibliographies of government publications, suitable for school use, have been prepared by the United States Department of Agriculture. These are supplemented by the Monthly List of Publications. The Soil Conservation Service issues an illustrated monthly magazine under the title *Soil Conservation*. The contents pertain largely to the current program, operations, and research activities of this body. Articles range from highly technical to semipopular. Two of the regular departments—"Book Reviews and Abstracts" and "For Reference"—inform the reader of the latest material issued by governmental and other agencies.

Excellent visual aids, such as picture charts, $19\frac{1}{2} \times 24\frac{1}{2}$ inches; film strips; and moving-picture films, both silent and sound, are available through such bureaus as the Soil Conservation Service and the Forest Service.

Certainly, every class should have at least one copy of *Soils and Men*, the 1939 yearbook of the United States Department of Agriculture.

Experiment Stations and Agricultural Extension Service publish numerous pamphlets on the results of research in their own localities.

Books for General Reading

Chase, Stuart, *Rich Land, Poor Land*, McGraw-Hill Book Company, New York.
Gustafson, A. F.; Ries, H.; and Hamilton, W. J.,



◆ **About Dr. Douglas C. Ridgley, Geography Series Editor:** Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

Jr., *Conservation in the United States*, Comstock Publishing Company, Inc., Ithaca, New York.

Lord, Russell, *Bebold Our Land*, Houghton Mifflin Company, Chicago.

Parkins, A. E., and Whitaker, J. R., Editors, *Our Natural Resources and Their Conservation*, John Wiley and Sons, New York.

Van Hise, Charles, and Havemeyer, Loomis, *Conservation of Our National Resources*, The Macmillan Company, New York.

Conference on Education in Conservation, National Wildlife Federation, Washington, D. C. (Contains a description of the "Zanesville Plan of Conservation Education." 10 cents.)

These books may be obtained through your Congressman or from the Superintendent of Documents, Washington, D. C.:

Forest Conservation in the Social Studies, Senior High School Forest Service, United States Department of Agriculture.

Land in Flood Control, United States Department of Agriculture, Misc. Pub. No. 331.

Little Waters, H. S. Pearson.

Living in Forest Lands, Junior High School Forest Service, United States Department of Agriculture.

Soils and Men, United States Department of Agriculture Yearbook, 1939.

Teaching Conservation of Wild Life, Misc. Pub. No. 291, Extension Service, United States Department of Agriculture.

To Hold This Soil, Russell Lord, Misc. Pub. No. 321, United States Department of Agriculture.

H. H. DAVISON, who for the past three years has been serving as supervisor of distributive-occupations education for the state of New York, has resigned and is now retailing co-ordinator in the Chicago, Illinois, public schools.

Mr. Davison played an important part in the organization and administration of the New York distributive-education program, which is one of the best programs in the country.

The Use of Maps in the Classroom

ARTHUR CARTHEW

Los Angeles City College

MAPS are among the most effective classroom tools in the teaching of geography, if used to their full possibilities. Inasmuch as the usual wall map contains more information than any other sheet of equal size, its value as a source of learning is very high.

In the old interpretation of geography, maps were used to find the location of places, at which point their utility usually ended. Such use should be only the beginning of a map's value.

Nearly all wall maps can be used to find direction, distance, latitude and longitude, elevations, comparative sizes, political affiliation, trade routes, and many other facts. Maps become an indispensable part of a student's learning equipment when their possibilities are fully appreciated.

Map Study of a City

For example, a class is studying Brazil, with a map of Brazil or of South America conveniently displayed. Mention is made of the city of Rio de Janeiro, and a question is raised concerning the location of the city. A student goes to the wall map and points to the city. While he stands by the map, the teacher asks such questions as these to make the location more meaningful:

Why has Rio de Janeiro become a great city?

What advantages has Rio de Janeiro over several other South American ports?

How far is it from Buenos Aires (to teach the use of the scale of miles)?

Can its size be estimated (to teach the use of the key for the relative sizes of cities)?

How does the climate compare with that of New York (to teach comparison of latitude, nearness to the sea, and other facts that affect climate)?

Name some imports and exports.

This kind of questioning leads the student to read maps fully, aiding him to visualize a city or a region in its various geographic relationships.

Wall maps should be displayed so that students may examine them both before and after a class session. A game may be played with one student pointing to locations on the map in answer to questions asked by other members of the class.

Following Political Changes

Maps become outdated by political changes. Recent events in Europe offer the geography teacher and the history teacher exceptional opportunities in the study of maps.

A wall map of Europe showing political boundaries of 1937 may be made the basis of map work by marking accomplished changes to date and by noting any future changes in political boundaries. The wall map enables teacher and pupils to make immediate comparison of regions with reference to topography, location, and comparative size. The textbook, the atlas, and the *World Almanac* provide statistical tables of definite figures for the areas and populations involved. With the wall map at hand, discuss the resources of agriculture, mining, and commerce of the region involved.

The numerous large-scale maps of limited but important areas in Europe that appear in newspapers and magazines, when examined in relation to the wall map of the continent, enlarge our understanding of the significance of current events.

Recent political changes and the unrest felt in Europe are of such far-reaching importance that teachers of geography and of history will use maps freely in aiding high school students to visualize what is happening in the world today.

Most Widely Used Map

In this day of automobile travel, perhaps the map most commonly studied is the automobile road map of the United States, of individual states, and of groups of states. These maps are easily obtained and are worthy of classroom study. They act as guides in planning a proposed or an imaginary journey, including direction of route, distance of travel, and chief cities along the way.

Relate your road-map route to the regional-political wall map of the United States and to maps showing agricultural regions, climatic regions, and other items of geographic value. The combination of the road map and the regional-political map of the United States enables a prospective traveler to see where, on his journey, he will pass from one physiographic region to another, from one agricultural region to another, and from one climatic region to another.

A correlation of maps in this manner will show that transitions from one geographic region to another may be definitely marked, as at an abrupt change from level plains or plateaus to mountains; or how the transition may be very gradual, as when passing from the Corn Belt to the Wheat Belt or from the Wheat Belt to the Grazing Belt.

The teacher of high school geography enjoys a rich opportunity for promoting skill in the reading of maps.



M. L. BAST

An increasing demand for business instruction at Central State College, Edmond, Oklahoma, has resulted in the addition to the faculty of M. L. Bast, who has been head of the commerce department of the El Reno (Oklahoma) High School for the past eleven years. He has also done stenographic work and brings to the department a valuable combination of business and school experience. He holds an M.A. degree in com-

mercial education from Teachers College, Columbia University.

Earl Clevenger, head of the commerce department of Central State, announces that the department is now offering, for the first time, a two-year terminal course in secretarial training and a similar course in merchandising.



DR. ETTA C. SKENE

DR. ETTA C. SKENE has joined the faculty of Elizabethtown (Pennsylvania) College as professor of business education and head of the department of business. She is at present making an occupational survey of the community and doing research for use in building curricula for the department.

Dr. Skene, whose Ph.D. degree is from New York University, was an assistant professor at Winthrop College, Rock Hill, South Carolina, for part of last year, and for five years previously was head of the secretarial science department of Westbrook Junior College, Portland, Maine. She has had varied office experience and has taught in high schools and private schools, as well as in colleges. She has contributed to many professional periodicals and is co-author of a methods book on shorthand.

SEVERAL faculty changes in Winthrop College, Rock Hill, South Carolina, have been announced.

T. W. Noel, head of the department of commerce, is now a lieutenant commander in the United States Navy, stationed in Charleston, South Carolina.

Harold Gilbreth, for the past two years a member of the faculty of the department of commercial education of Western Illinois State Teachers College, Macomb, is acting head of the department of commerce, succeeding Lieutenant Commander Noel. Mr. Gilbreth is active in professional organizations and has published several articles in educational magazines.

A. R. Evans has been appointed an instructor in accounting, succeeding Charles E. Huston. Mr. Evans has been a public accountant in Jacksonville, Florida, for several years. He holds degrees from the University of Florida and from Columbia University. For four years Mr. Evans taught in high schools in Florida, and for the past two years he has been a public accountant. He is completing his studies for the C.P.A. degree.

B. E. W. Transcription Projects

Official Rules and Regulations

Transcripts of the project are due on or before November 30

TWO series of transcription certificates will be awarded—a junior series for 80-word writers and a senior series for 100-word writers.

In the junior series, separate certificates will be awarded for mailable transcripts at speeds of 10, 15, and 20 words a minute.

In the senior series, separate certificates will be awarded for mailable transcripts at speeds of 15, 20, 25, 30, and 40 words a minute.

Who Are Eligible

Students of any public or private, day or evening, junior or senior high school or college are eligible to solve the B.E.W. projects and send the solutions to New York for examination—with only one proviso: solutions can be sent only through the teacher, not by the student himself.

Material for the Transcription Projects

The material for the B.E.W. Transcription Projects will be printed each month in the BUSINESS EDUCATION WORLD. This month's material appears on pages 229-230.

The projects for the junior certificate will usually consist of two complete letters.

The projects for the senior certificate will usually consist of three complete letters—the two letters used for the junior certificate, and one additional letter.

The material in the body of the letters is counted in groups of twenty standard words.

Standards for Awards

The letters for the Junior B.E.W. Transcription Project are to be dictated at 80 words a minute. Three separate junior certificates will be awarded to pupils transcribing all the letters mailable at transcription speeds of 10, 15, or 20 words a minute. (See Figure 2.)

The letters for the Senior B.E.W. Tran-

scription Project are to be dictated at 100 words a minute. Separate senior certificates will be awarded to pupils transcribing the letters mailable at speeds of 15, 20, 25, 30, or 40 words a minute.

It is possible for a student to win eight B.E.W. transcription certificates—three junior and five senior certificates. It is not necessary, however, for a student to hold any one certificate in order to qualify for a higher certificate. Each certificate is a separate award, and any certificate may be earned in any month during the school year.

Order of Business Efficiency

Pupils who win any one of the senior certificates are eligible to become members of the Order of Business Efficiency and may wear the emblem of that society.

Identification of Papers

The use of a standard letterhead, as shown in Figure 1, is recommended but not required. A letterhead may be duplicated for distribution to the students.

Whether or not a letterhead is used, the uniform style of identification, as shown in the lower left-hand corner of Figure 1, is required. The teacher should illustrate the identification on the blackboard so that it will be clear to all students.

Teacher's Instructions to Students

It is recommended that the teacher give the following instructions to the students:

"You may use the dictionary. No carbon copies are required. Neat erasures are permitted.

"If you wish to qualify for a certificate, all the letters must be mailable. A mailable letter is one that is well placed on the page, well typed with an even touch, and with few or no erasures. The right-hand margin must not be too ragged. The date must be

correct, and the initials of the dictator and stenographer (teacher and pupil) must appear in the proper place.

"The following kinds of errors will disqualify your letters: serious deviations in wording, incorrect spelling, uncorrected typographical errors, poor placement, and untidy erasures.

"Hand in your transcripts and notes as soon as you have completed all the letters and have made all possible corrections."

Instructions for Dictation

The letters for the junior project are to be dictated at 80 words a minute; the letters for the senior project, at 100 words a minute. The material in the letters is counted in groups of 20 standard words, and all the letters are to be dictated as one continuous take.

Names and addresses of all letters are to be dictated *before* the letters themselves are dictated. The names and addresses need not be dictated at any set speed. Each inside address contains ten standard words, which are included in the total number of words transcribed.

There must be no previous "warming up" on the project material or any part thereof.

Timing of Transcription

If practicable, students must go immediately to the typewriters to transcribe after taking the dictation, without any preliminary reading or help. If it is not possible for the pupils to go to the typewriters at once, the shorthand notes should be collected immediately after the dictation and kept by the teacher until the transcripts can be made; then the notes are to be returned to the students and transcription begun.

In order to avoid any misunderstanding about the timing, it is suggested that all teachers follow the same plan for timing the transcripts.

The teacher gives the "go" signal only when the pupils are seated in front of the empty typewriters. That is to say, no paper is to be inserted in the machine until after the signal is given.

If the pupils read their notes over at the machine or consult the dictionary before

transcribing, that time must be charged against their transcribing time.

As soon as each pupil has typed and checked the mailability of all his letters (without any help from anyone), he brings them to the desk. The teacher marks, in the space provided on the student's first letter, the number of minutes elapsed since the "go" signal.

From this figure, and with the use of the transcription rate table (Figure 2), the transcription rate is calculated. If the rate qualifies the student for a certificate, the certificate rate is recorded after the word "Rate" on the same letter.

When the "stop" signal is given, all letters not already handed in must be removed from the machines immediately, and no errors discovered after that time may be corrected. It is the responsibility of the pupil to do the necessary correcting within the time allotted.

The schedule below suggests approximate time allotment for the completion of the 80-word or the 100-word project in a 40-minute class period.

Correction of Transcripts

At the end of the transcription time, the teacher redistributes the papers among the students, who check them as the teacher re-reads from the copy. The papers that appear to qualify for certificates are then re-checked by the teacher. The teacher may correct the papers without the aid of the students if he prefers.

SUGGESTED CLASS SCHEDULE

Based on 40-Minute Period

Activity	NUMBER OF MINUTES	
	80-Word Project	100-Word Project
Distribution of papers and giving of instructions	2	2
Dictation of addresses ..	1	1
Dictation of letters ..	3	4
Transcription (approximate time)	24	27
Redistribution and correction of papers ..	10	6
Total time	40	40

Name of your school → UNION HIGH SCHOOL
School address → Huntington Beach, California
Teacher's name → Robert P. Mann, Instructor

Letterhead to
be prepared
beforehand
(Optional)

November 20, 1940

The City Fountain Pen Company
Rochester, New York

Gentlemen:

I am enrolled in a beginning shorthand class in Anderson High School, Union City, New Jersey. We have been having quite a discussion in our class about using a pen instead of a pencil to write shorthand.

Our teacher, Miss White, has been urging us to buy pens, but some of us feel that we can write just as well with pencils. Frankly, gentlemen, would you want to spend every cent of your allowance for one whole week on a fountain pen? A pen costs a dollar in our school store. I can buy a pencil for five cents.

We ought to get this settled before we get much further along. Don't you think so?

Yours truly,

Type on all letters

RIM:RT
Ruth Turnbull
100

Type on first letter only

Time —
Rate —

Figure 1. STANDARD LETTERHEAD SHOWING IDENTIFICATION.

A mailable transcript is described in the instructions to students. When considering erasures, allowance may be made for the quality of paper the student is using for his letters.

Permissible Changes

The pupil is given the benefit of the doubt in considering errors of punctuation, paragraphing, or capitalization. A slight deviation from the printed letter does not make the student's letter unmailable, provided these changes do not alter the sense of the letter. An uncorrected typographical or spelling error discovered after the end of the timing renders the letter unmailable.

Summary. The student checks for the following kinds of errors and *circles each error plainly*:

1. Incorrect date
2. Initials incorrect or omitted
3. Deviations in wording
4. Incorrect capitalization
5. Incorrect spelling
6. Uncorrected typographical errors.

If the letter is not disqualified because of errors circled by the pupil, then the teacher rechecks the letter and passes judgment on the following additional qualifications:

1. Placement
2. Even touch
3. Quality of erasures.

When the transcripts are corrected, submit for awards the papers of only those students whose transcripts are *all* mailable.

Mailing Transcripts for Certification

The mailable transcripts are to be submitted with the fees and the entry blank provided by the B.E.W. In order to save postage, shorthand notes need not be included. Transcripts will be accepted only if sent by the instructor or a deputy appointed by him.

Entry blanks to accompany the transcripts may be obtained by sending a postal-card request to the B.E.W. For the first set of transcripts submitted, however, a typewritten entry blank conforming to the illustration in Figure 3 will be accepted. Thereafter, entry blanks will be included in each package of awards sent to the teacher.

All papers submitted will be reviewed by

the B.E.W. board of examiners. If found satisfactory, certificates will be issued; if not satisfactory, the papers will be marked and returned.

The fee for examination is 10 cents a project per student. The remittance should accompany transcripts.

In many schools, the cost of the project service is paid from school funds. Teachers in those schools can estimate the amount needed for project examination fees for the year, get an official order approved for that amount, and send it to the BUSINESS EDUCATION WORLD, receiving official B.E.W. stamps in exchange. (See pages 2 and 3 of "Effective Teaching," B.E.W. Service Booklet No. 12. A copy of this booklet is yours for the asking.)

FOR JUNIOR CERTIFICATE		FOR SENIOR CERTIFICATE	
80-Word Dictation			
Elapsed Time in Minutes	Trans- cription Rate	Elapsed Time in Minutes	Trans- cription Rate
10		10	40
1120	11	
12		12	30
13		13	
14		14	
1515	15	
16		16	25
17		17	
18		18	
19		19	20
2010	20	
21		21	
22		22	
23		23	
24		24	15
		25	
		26	
		27	

Figure 2. TRANSCRIPTION RATES QUALIFYING FOR B.E.W. CERTIFICATES.

If a student finishes transcribing the 80-word dictation in 10, 11, or 12 minutes, he qualifies for the junior transcription certificate at 20 words a minute.

If he takes longer than 12 minutes but no more than 16 minutes, he qualifies for the 15-words-a-minute certificate.

If he takes longer than 16 minutes but no more than 24 minutes, he qualifies for the 10-words-a-minute certificate.

Mail transcripts for certification, together with fees, to: The Business Education World, Awards Department, 270 Madison Avenue, New York, New York.

Transcripts must be received on or before the last day of the month of publication of the B.E.W. project, to be considered for certificates.

How to Make an Entry Blank

An entry form like that shown in Figure 3 may accompany transcripts if printed forms are not on hand. Use separate entry forms for junior and senior certificates. Keep a carbon copy for your files.

Date

Teacher's Name

School

City State

No.	Type student's name as it is to appear on the certificate	Trans. Speed	Dict. Speed
1
2	etc.	etc.	etc.

Figure 3. PATTERN FOR A TYPEWRITTEN ENTRY FORM.

Dictation Material for the November 1940 B.E.W. TRANSCRIPTION PROJECT

Letters 1 and 2 are to be dictated at 80 words a minute and transcribed for the junior certificate.

Letters 1, 2, and 3 are to be dictated at 100 words a minute and transcribed for the senior certificate.

The letters are counted in groups of 20 standard words. To dictate at 80 words a minute, dictate each group in 15 seconds. To dictate at 100 words a minute, dictate each group in 12 seconds. (Thus, at 100 words a minute, the stop watch hand will be at 12 at the end of the first group.)

Please remember that the inside addresses are to be dictated *before* the timing begins.

INSIDE ADDRESSES

Dictate these addresses before starting to time the take.

Letter No. 1. The City Fountain Pen Company, Rochester, New York.

Letter No. 2. Mr. Robert Williamson, Union City, New Jersey.

Letter No. 3. Miss Ruth White, Anderson High School, Union City, New Jersey.

Letter No. 1

Gentlemen:

I am enrolled in a beginning shorthand class in Anderson High School, Union City, New Jersey.¹ We have been having quite a discussion in our class about using a pen in-

stead of a pencil to write shorthand.²

Our teacher, Miss White, has been urging us to buy pens, but some of us feel that we can write just as well with pencils.³ Frankly, gentlemen, would you want to spend every cent of your allowance for one whole week on a fountain pen?⁴ A pen costs a dollar in our school store. I can buy a pencil for five cents.

We ought to get this settled before⁵ we get much further along. Don't you think so?

Yours truly,

Letter No. 2

Dear Bob:

It certainly is about time you got the⁶ matter settled regarding what instrument to use when you are writing shorthand.

You must believe your teacher, Miss⁷ White, when she says that the pen is much better than the pencil when you wish to take shorthand rapidly and clearly.⁸ You will find that the ink flows so freely that you do not waste energy digging into the paper as you do⁹ with a pencil. You won't need to be persuaded when you give the fountain pen a chance to speak for itself. Give it¹⁰ a trial.

If you really want success with your shorthand, get a pen. It will be worth the investment.

Cordially yours,¹¹

Letter No. 3

Dear Miss White:

You should know that we have been having some correspondence with one of your pupils, Robert Williamson,¹² on the subject of the fountain pen.

You are doing a good piece of teaching, Miss White, when you urge your students to¹³ use the fountain pen instead of the pencil.

You¹⁴ will find that court reporters and other shorthand experts use nothing but a

good fountain pen except on very¹⁵ rare occasions. They say they feel no strain in the fingers, wrist, or arm because the ink flows freely and no pressure¹⁶ is needed to make an impression on the paper.

Shorthand notes made with the pen are permanent. They remain distinct,¹⁷ while notes in pencil become dull and faded.

We told Bob that a fountain pen was a good investment. If we can¹⁸ do more for you, let us know.

Cordially yours,

Facts About The

IN addition the BUSINESS EDUCATION WORLD publishes *in booklet form* a series of short, practical projects in the following subjects: bookkeeping, business fundamentals, business letter writing, and business personality. These booklets are supplied free to users of the B.E.W. awards service.

The B.E.W. transcription projects are printed each month in the BUSINESS EDUCATION WORLD.

The projects are of two grades—junior and senior.

The B.E.W. awards service consists of the examining of student solutions and the issuing of Certificates of Achievement. The BUSINESS EDUCATION WORLD maintains a board of examiners to whom student solutions of these projects may be sent.

The examination fee is 10 cents a solution.

All students whose solutions meet the judges' standards are awarded attractive, two-color Certificates of Achievement.

Students who hold senior Certificates of Achievement in any subject classification are eligible for membership in the Order of Business Efficiency and are entitled to wear the pin of that order.

To obtain for your students free copies of the project booklets in bookkeeping, business fundamentals, business letter writing, and business personality, send with your order as many 10-cent examination fees as you wish booklets.

The fees for the transcription projects,

B. E. W. Projects

however, accompany the transcripts when they are submitted for examination.

The Value of the Projects

The B.E.W. projects bring real business problems into the classroom. They enrich the regular teaching program.

Students can use the Certificates of Achievement as evidence of work well done. They can be proud to show the certificates to prospective employers and to friends.

Local businessmen are impressed when they hear of the success of the students in nation-wide activities. This kind of publicity for your school pays dividends in community good will.

Personnel of the B.E.W. Awards Service

Miss Rhoda Tracy is manager of the Awards Department and director of the transcription division.

Miss Dorothy M. Johnson is director of the business letter and business personality divisions and author of the projects in those subjects.

Milton Briggs, of New Bedford (Massachusetts) High School, is director of the bookkeeping and business fundamentals divisions and author of the projects in those subjects.

For Further Information

Direct all inquiries regarding the B.E.W. project service to the Department of Awards, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

What Can We Do?

OUR nation is girding for defense. Our schools face a new and difficult scheme of things. Our defense program must be reflected in every classroom, in the teacher's daily lesson plans, and in the lives of our young people both in school and out of school.

We who are giving our major thought and time to educational affairs must re-examine with the utmost care all that we do so that it may be of maximum benefit at this time of stress. Especially is this true in business education.

Business education has reason to be proud of its record both during ordinary times and in great emergencies. For the past fifty years, it has been training the requisite number of young men and young women to care for the multitude of important details that make possible the operation and expansion of American commerce and trade. Each year, as these details have been growing in number and importance, the enrollment in business-education courses has kept pace with the need for workers until now, as we all know, in addition to the thousands enrolled in private business schools, over one-half the entire student body of our high schools take one or more business subjects.

Have you ever visualized the business offices of this country without a single employee in them below the rank of executive? Picture, for example, the thirty-story building of one of our life-insurance companies here in New York City. Seated at their desks are executives

of this company, with not another employee in the building. How much of the vital business of this huge concern do you think could be accomplished by these executives without the daily aid of secretaries, typists, bookkeepers, and various other office workers? No one realizes the dependence of business upon these office assistants better than the busy executive who is suddenly left without a secretary because of illness or some other emergency.

And so it will be in our program for national defense. Upon the shoulders of the office staff will fall much of the responsibility for the successful carrying out of plans now under way and those proposed for the future. Our experience in the first World War bears out the truth of this statement. At a certain stage of that war the Government found it more difficult to get an adequate number of office workers than it did to get the necessary nurses for the hospitals.

What can *we* do? My answer is simply this: Let each of us realize that the part that he is to play in our defense program is a vital one. Let us look upon our students as essential workers in the fight to preserve our democracy. Let the quality and quantity of our teaching be such that these workers will receive the maximum aid in developing the requisite skill, knowledge, and attitude for the kind of living that we are determined to maintain.



WHAT can Business Education do that it is not now doing to aid in strengthening our national defense? This question was asked business educators in our October editorial. The response was immediate and came from all parts of the country.

Three major studies of this question are already under way—one by the United States Office of Education under the direction of B. Frank Kyker, Chief of the Business Education Service; another by the National Council for Business Education under the direction of Dr. Hamden L. Forkner, Teachers College, Columbia University, president of the council; and a third by the Eastern Commercial Teachers Association, which has appointed a committee of thirty members to prepare a report dealing with business education for tomorrow. Meetings of this committee are in progress.

Mr. Kyker writes under date of September 17:

"I have not been unmindful of the question that you have raised and have written our state supervisors and teacher-trainers regarding their suggestions as to the contribution that business education can make in connection with the strengthening of our national defense. Many helpful replies, with carefully thought-out suggestions, have been received.

"There has not been sufficient time to receive responses from all persons to whom inquiries were sent. I am now analyzing and classifying these suggestions from state personnel and hope to be able to complete the summary in the near future. Since all the replies are not in, it will not be possible to complete the analysis and to prepare a carefully thought-out statement by the date you have indicated."

A summary of the replies that are being received by Mr. Kyker will appear in a later issue of the B.E.W.

The National Council for Business Education is engaged in getting its various member associations to sponsor programs for self-help groups among our present student body, as well as among those who have been graduated and are not working.

The committee appointed by the Eastern Commercial Teachers Association has held at least two meetings to discuss and ascertain how the Association and its members can best co-operate in our defense program.

Professor Frederick G. Nichols, of Harvard University, writes, under date of September 17:

"I have determined to study the situation carefully upon my return to college. This will be the first job I shall undertake. I shall have to let others carry the ball in the November issue."

Our readers may be assured that when Professor Nichols' statement is released it will include very specific recommendations concerning business education's part in the defense program.

We realize that the time available for the preparation of care-

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Chief, Bureau of Busi
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Willard E. Givens, executive
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KIBBY
*Education, California State
Education*

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als. This is the first responsi-
must be continued with greater

emphasis during times of pressure. Business
education must assume its part in bringing
about and maintaining these ideals.

When pressure is brought against our
democracy, extra military precautions must
be taken. Adequate defense means that all
areas of our economic life must function
adequately—production, distribution, and
the exchange of goods and service.

When the military establishment needs to
be increased, an adjustment in our work-a-
day life is necessary. A shift in employ-
ment must take place. This shift brings
certain responsibilities to the schools. They
must prepare individuals so that they may

adjust to new situations with as little loss as possible.

The present preparedness program will take many workers from
business jobs. New workers must be prepared to take these jobs,
for business must function as efficiently as possible during the
emergency. With the expansion of plants, new executives will be
needed, many of whom will need training in order to perform their
new duties adequately. The new kinds of work and duties that
will be created will have to be analyzed and the ways of per-
formance perfected.

Business education may thus aid in the preparedness program by:

1. Aiding in the general program of education, by helping to develop and maintain a common understanding of American democratic ideals and by creating a desire to co-operate in maintaining these ideals.
2. Determining, in so far as possible, those areas in business occupations where job shifts will be made and preparing individuals for these jobs.
3. Providing short, intensive courses for workers in business jobs, so that new responsibilities may be assumed.
4. Providing short unit brush-up courses for former workers in business occupations who may be needed as shifts in employment take place.
5. Developing a program of training for executives for those who may be promoted into executive positions. This program should be developed largely on a conference basis.

Much of the business training will be on the adult level and should be carried on in special classes by adequately trained teachers.

DR. EARL G. BLACKSTONE
*Associate Professor of Commerce and Education, The
University of Southern California, Los Angeles*

YOU ASKED a very timely question when you inquired about what business education can do that it is not now doing to aid in strengthening our national defense.

It is my opinion that plans have not yet progressed far
(Continued on page 259)

My Speed-Building Experiences

At the 1940 Summer Session of Gregg College

CLYDE INSLEY BLANCHARD

WHY don't the majority of shorthand teachers write faster than from 60 to 80 words a minute?

I have asked myself that question for many years and thought I knew the answer, but until this summer I have never had the opportunity of testing the accuracy of my answer. This summer the opportunity presented itself at Gregg College, Chicago.

Some 200 shorthand teachers registered for our methods and skill-building courses, and 160 of them enrolled in my shorthand speed-building course.

In announcing this course, it was stated most emphatically that those teachers of advanced shorthand who couldn't write faster than 80 words a minute would benefit more from taking an intensive course devoted to increasing their speed than from taking the customary course in the methods of teaching advanced shorthand.

My experiences and the experiences of the 160 teachers during this six-weeks period were so beneficial to all of us that I am taking the liberty of describing them in the hope that they may also be of assistance to other teachers of advanced shorthand.

Let me record first the results obtained. All tests consisted of 5-minute takes on new matter, transcribed with a minimum of 95 per cent accuracy.

TABLE SHOWING SPEED INCREASE OF 160
SHORTHAND TEACHERS
During a Six-Weeks Summer Session Speed-
Building Course Given at Gregg College,
Chicago, during the Summer of 1940

INCREASE	ENTERING SPEED					TOTAL
	40	60	80	100	120	
None	0	5	2	3	0	10
20 words	7	17	39	18	8	89
40 words	5	26	12	5	0	48
60 words	1	2	0	0	0	3
Total	13	50	53	26	8	150
Withdrawn before end of session						10
Total registration						160

From this table we find that only 10 teachers made no increase in speed during the session; 89 increased their speed 20 words a minute; 48 increased their speed 40 words a minute; and three increased their speed 60 words a minute. These three had very low entering speeds—40 and 60 words a minute. The maximum speed obtained by the end of the session is shown by the following table:

Number of Teachers	Speed Record
12	60
24	80
69	100
32	120
13	140

Classifying the Teachers According to Their Speed

Our first problem was one of classification. Several years ago I had a striking illustration of the value of correct classification for speed building. When I first took over the high-speed shorthand classes conducted by Martin Dupraw at Hunter College of the City of New York, those classes were organized into two sections at speed ranges of 120 to 160 and 160 to 200 respectively—a range of 40 words a minute in each section.

After teaching for two years with this set-up, I decided to divide the two sections into four sections—(a) 120-140, (b) 140-160, (c) 160-175, and (d) 175-200. One year after this change went into effect, the enrollment had doubled and the students were making much faster progress in winning the official Gregg speed certificates. I didn't change my method of teaching. I merely reduced the speed range in each section from 40 to 20 words a minute and thus was able to devote the entire time to concentrating on dictation and remedial drills that more nearly met the requirements of all the students in each section.

I relate this instance to emphasize the importance of the first step taken with the teachers in my summer-session classes.

The Procedure in Classifying the Teachers

When registering, the teacher was given a form and asked to fill it out before the first meeting of the class and to bring the form to the class. The specific shorthand information requested on this form included among several questions these two:

1. What is your present shorthand speed?
2. What Gregg Shorthand speed certificates do you hold? In what year was each awarded?

I knew that many of the teachers would not be able to answer Question 1 accurately because they had never taken a shorthand speed test, but I wanted at least an estimate for comparison with the speed record at the end of the session.

Since it was not practicable to give the teachers a speed test prior to the first class meeting, an arbitrary division into three sections was made merely for convenience in seating them. At the first session of these three sections I explained the purpose of the course and the necessity of classifying the teachers into three sections (60, 80, and 100) according to their present speed.

Then I dictated a 5-minute new-matter take on business letters at 80 words a minute and asked the teachers to transcribe for 5 minutes in longhand, beginning with the fourth minute of the take. That gave each teacher a maximum of 160 words to transcribe (2 minutes at 80). I figured that even if they wrote longhand at 30 words a minute they could transcribe no more than 150 words in 5 minutes.

At the end of the 5-minute transcribing period, I asked each teacher to check his own paper while I read from copy. The number of errors made was written plainly at the top of the paper and all papers were handed in. We all realized, of course, that the test did not accurately measure the speed of some of the teachers, who were almost overcome with nervousness.

From these papers I made my first classification and notified the teachers to meet

the next day in the sections to which they were assigned on the basis of this classification. I stressed the point that this classification was tentative and that transfers from one section to another would be made as frequently as necessary to insure a correct grouping from week to week. As a matter of fact, I wasn't able to adhere to an ideal classification because of some schedule conflicts and one or two other unavoidable conditions.

The three sections soon crystallized into one containing all teachers who couldn't write above 60 words a minute and two sections composed mostly of teachers who could write from 80 to 100 words a minute, with a sprinkling of 120's.

Shorthand and Longhand Specimens

Before starting my instruction I wanted to obtain a specimen of the shorthand and longhand style of writing from each teacher when writing from dictation, in order to study the carry-over from longhand into shorthand of slant, size, and speed of writing.

Instead of asking the teachers to copy a paragraph or two in shorthand and then transcribe it in longhand, I dictated a letter at the rate of 80 words a minute for two minutes. Then I dictated the same matter for one minute at 25 words, another minute at 30 words, and a third minute at 40, the teachers writing in longhand in a column opposite their shorthand notes.

The specimens I received by this method represented the actual *writing* (not copying) style of each teacher, both in shorthand and in longhand, and gave me some most interesting material on which to base diagnostic and achievement prophecies, which helped me many times during the six weeks of instruction.

The illustrations on page 237, chosen from those taken as described above, are most interesting when studied in the light of the statements made in *Twenty Shortcuts to Shorthand Speed*:¹

¹*Twenty Shortcuts to Shorthand Speed*, Clyde I. Blanchard, pp. 24-25. Gregg Publishing Company, 1939.

WRITING STYLES OF FOUR SHORTHAND TEACHERS

Shorthand Written at 80, Longhand at 25 Words a Minute

Handwriting sample for Standard Style, showing four lines of shorthand.

Gentlemen:
I ordered from
company a
quantity of

1. STANDARD STYLE

Handwriting sample for Vertical Style, showing four lines of shorthand.

Gentlemen: Recently I ordered
from you company a large quantity
of special quality furniture.
We had expected this to

2. VERTICAL STYLE

Handwriting sample for Large Style, showing four lines of shorthand.

Gentlemen,
Ordered
your company
a large quantity

3. LARGE STYLE

Handwriting sample for Small Style, showing four lines of shorthand.

Gentlemen: Recently I ordered
from your company a large quantity
of special quality furniture. We had
expected this to be sufficient.

4. SMALL STYLE

A great deal of damage may be done to the potential speed of some of your students by attempting to standardize the size and slant of their shorthand characters. . . . Permit the writers of large longhand characters, the writers of small longhand characters, the backhand writers, and the vertical writers to retain, with very few exceptions, their individuality of style when learning to write shorthand. To mold them all into the same style is likely to retard their progress and set up a hurdle that will constantly slow down their writing.

Releasing the Brakes

My second and all-important step after classifying the teachers according to their writing speed was to release, one at a time, the brakes that were holding back their speed. At this point I must give you a portion of the answer that I thought I had found to the question, "Why don't the majority of shorthand teachers write faster than from 60 to 80 words a minute?"

My theory was that one of the major reasons they don't write faster is that they must constantly place on the blackboard outlines that are absolutely accurate. Further, in order to insure accuracy, they write the outlines slowly. When taking dictation (very few do), they keep this accuracy goal uppermost instead of changing to the stenographer's goal, which is to get something down that can be transcribed even though some of the outlines may differ from those given in the official *Gregg Dictionary*.

I told the teachers of my theory that their 100 per cent standard of accuracy was one of the brakes that were holding back their writing speed and that we were now going to find out if such was actually the case. I asked them to co-operate with me in the following ways:

1. To write whatever outline first came to mind for any new word they encountered in the dictation.

2. To write the outline alphabetically, if they could think of no other way that was more rapid for them.

3. To write without the slightest fear of being embarrassed because of the possibility of writing notes that were not up to their classroom standard. I assured them that no one would examine or grade their shorthand notes.

I illustrated the method I desired them to use in writing new words by dictating several new words and then asking the teachers to tell me what outlines they had written if those outlines were not altogether correct. I put all the variations on the board and then asked if any of the outlines were unreadable. Without exception all the teachers said that each outline was *readable*.

Every one of these outlines was immediately readable. And, what is more important, every one of the 160 teachers wrote that word rapidly, fluently, and without hesitation. How much better to write without hesitation than to struggle to recall some rule or some outline given in the shorthand dictionary, and while struggling get so far behind the dictator that you have to give up.

Please do not misunderstand my instructions regarding the writing of outlines that may not be absolutely correct. Those instructions are in no way an invitation to teachers to let down the bars to imperfection in the writing of shorthand.

The few teachers in my summer session class who, under the stress of dictation, did not write accurate outlines understood, of course, that the only remedy for this condition was more practice of accuracy, but accuracy with the maximum fluency, so that practice conditions would approach the actual dictation conditions. We will all benefit from a rereading of Dr. Gregg's advice on this most important point:

"While I am in hearty agreement with you, as you know, about the need of inspiring teachers to attain more skill in writing the system, it seems to me to be important to keep in mind that *teachers* should be trained to write accurately and according to the principles of the system.

"The stenographer may develop his own style of writing, and so long as he can write rapidly and transcribe accurately no one will care. But a teacher will lose the confidence of his pupils when the pupils detect the fact that he does not write accurately—when they know the correct outlines.

"The value of drill on accuracy in writing (with fluency) is that it gives control

over the hand, so that even under pressure the forms will have enough resemblance to the correct forms to be readable, or at least recognizable. If the student has not acquired that hand control by drill, his outlines under pressure will become illegible scrawls.

"The late Isaac Dement, who was in his day probably the most rapid and most philosophic writer of Pitmanic shorthand in the world, wrote many articles expounding this view.

"These points, which I have often explained, should be brought out: that it is

necessary to have a clear conception of the outlines to be written, and that they should be written *fluently—not drawn*; that unless the student is trained to write accurately at the beginning, to observe proportion especially, thus acquiring hand control, his notes will become utterly unmanageable and therefore illegible under the stress of rapid writing. The emphasis should, of course, be on the acquirement of *fluency* with accuracy in shape and proportion. Then all the rest will apply."

(*The second installment of this series will appear in the December B.E.W.*)

New England Teachers to Meet

THE thirty-ninth annual convention of the New England High School Commercial Teachers' Association will be held on Saturday, November 23, at the Charles Hayden Memorial Building, College of Business Administration, Boston University.

The section chairmen, who have planned programs of exceptional value, are as follows:

Bookkeeping and Machine Practice: Carl Birmingham, High School, Newton, Massachusetts.

Consumer Economics: Raymond S. Dower, High School, Wakefield, Massachusetts.

Secretarial and Machine Practice: Mrs. Ethel N. Parkhurst, Classical High School, Lynn, Massachusetts.

Miss Jane Berriman, of the High School, Brookline, Massachusetts, will lead a panel discussion in typewriting. Miss Catherine

Levere, of Central High School, Providence, Rhode Island, is to be panel-discussion leader for transcription.

Charles G. Reigner, president of the Rowe Publishing Company, will give the main address of the afternoon.

The officers of the Association are as follows:

President: Elmer C. Wilbur, Central High School, Providence, Rhode Island.

First Vice-President: Mary Stuart, High School, Brighton, Massachusetts.

Second Vice-President: Bruce F. Jeffery, B. F. Brown Junior High School, Fitchburg, Massachusetts.

Secretary: William O. Holden, High School, Pawtucket, Rhode Island.

Treasurer: W. Ray Burke, High School, Arlington, Massachusetts.

Assistant Treasurer: Edgar Lakey, Rogers High School, Newport, Rhode Island.



ELMER C. WILBUR
President



MARY STUART
First Vice-President



BRUCE F. JEFFERY
Second Vice-President



WILLIAM O. HOLDEN
Secretary

Wondering AND Wandering



WITH

LOUIS A. LESLIE



LAST spring I had the very great pleasure of a western trip through territory that was mostly new to me. In order to hold the franchise on the "wandering" part of the heading over these lines, perhaps I should tell you about some of the wandering.

I could fill this whole issue of the B.E.W. with accounts of the friendly, hospitable teachers I saw and their many kindnesses to me.

My eastern eyes opened wide at school after school built on a scale almost never seen in the East. There were schools like the Sequoia High School at Redwood City, California, with a swimming pool and a staff of gardeners to keep the grounds and gardens in order; schools like Brigham Young University at Provo, Utah, with snow-capped mountains in the backyard; and schools like the Stadium High School in Tacoma, Washington, with a view for 30 miles down Puget Sound with the hills rising on each side of the water.

In fact, nothing seemed to me more typical of the large way the westerners do things than the sign I saw near Salem, Oregon: "You are crossing the forty-fifth parallel of latitude—halfway to the Equator." Where, east of the Mississippi, would anyone ever think of distances on that magnificent scale—"halfway to the Equator"!

PEAKING of signs—at Coeur d'Alene, Idaho, there was a moving-picture house

that displayed a large sign: "Kids 10 cents, Students 15 cents, Adults 20 cents." Just where they draw the line I don't know—information welcomed.

On the way east, in Des Moines, I saw a sign, "The Happy Rabbitry—Pedigreed Rabbits." I didn't see any of the happy rabbits frolicking about, but I suppose they would have been exhibited on request.

Did I see any place I liked well enough to settle down for life? Without a doubt—Oregon City, because as we drove through I distinctly saw a street sign that said "Easy Street." But I didn't have the courage to drive into the street because I was afraid it wouldn't have been the Easy Street of my dreams.

Another inducement I found to settle in Oregon City was an enormous public elevator that takes you to the top of a big bluff on which one part of the city perches. What man like myself, who hates walking uphill, could resist that sign reading "Free elevator—Oregon City"?

LIKE all other easterners, my first astonishment when I got off the plane in Spokane came from the careless way people toss silver dollars around. My western friends, still apparently a little suspicious of "folding money," as they call it, were amused at the way I fondled those silver dollars—especially in Spokane, where the Davenport Hotel polishes all the silver money until it sparkles.

Miss E. Fitzgerald, assistant principal of the West High School in Salt Lake City, vowed on her honor that when she came to New York and offered a silver dollar to a taxi driver he looked at it sourly and said, "That may be money where you come from, lady, but it don't buy nothing here."

Miss Fitzgerald commented that there were a great many boys out of school the day I was there. I innocently asked why, and she nonchalantly said, "Oh, didn't you know? Germany invaded Norway and Denmark yesterday." I knew that, but for the life of me I couldn't see what that had to do with the attendance at West High.

The answer is that they have a flexible arrangement in the school, permitting the boys to get whatever work they can from day to day. Whenever there is any sensational news, a number of the boys are busy selling papers. It's easy when you know the answer!

EITHER western schoolmen don't mind getting up early in the morning or else they sacrifice their comfort for the sake of hospitality to the stranger. In Salt Lake City, Arthur Becker, supervisor of commercial education, called at the hotel at six o'clock in the morning to drive me to the airport, and in Denver, Cecil Puckett, of the University of Denver, called at the hotel for me at 6:30 A.M., for the same purpose. That's Hospitality, with a capital H!

In Salt Lake City, through the courtesy of Mr. Becker, I was shown through Brigham Young's home and offices by Mrs. R. West, a granddaughter of the great leader. Naturally, to me one of the most interesting relics from Brigham Young's office was one of the original Remington typewriters—one of those with the foot treadle to return the carriage.

AS a timid easterner, I am accustomed to strong fences on the edge of the roads that wind up into our hills. Imagine my distress when I was whisked at breathless speed around the curves of the road up Sardine Canyon with nothing between me and a precipice but a few weeds idly waving in the breeze. That was in Utah and was apparently intended by a beneficent providence as a preparation for the drive from Denver to Central City, Colorado. There the road was twice as steep and half as wide, with much more precipitous edges, and it didn't even have weeds along the edge!

At the Central City Opera House they give a few performances each summer, when the old ghost city returns to life, only to sink back into the grave as the curtain falls on the last performance for the year.

In the summer of 1940 they scheduled *The Bartered Bride*—Smetana's Czech folk opera. (They scheduled it at the Metropoli-

tan last season, too, but for political reasons they couldn't very well sing a Czech opera in German and for linguistic reasons they couldn't very well sing it in Czech. What did they do? They didn't sing it.)

IN one day in Denver I met two heads of colleges both of whom had been shorthand writers. Chancellor David Shaw Duncan, of the University of Denver, was formerly a shorthand reporter in Pennsylvania. President Hutchinson, of the Colorado Woman's College, was formerly a shorthand teacher and holds a Gregg Teacher's Diploma from Gregg College.

THE Gregg representative in the Pacific Northwest told me one of the most striking stories I have ever heard in proof of the professional interest of the teachers in Alaska.

Many of the towns can be reached only by boat and not too frequently even that way. Therefore, when he made a trip to Alaska to display his books, he sent a notice ahead telling the teachers when his boat would be in each town. He said that in some of those towns the boat would be at the dock only from one to three o'clock in the morning, but that at one o'clock the teachers, and even the principal of the high school and the superintendent of schools, would be waiting at the dock, and that they would stay on board examining the books and discussing them until the boat was ready to leave at three o'clock.¹

Is that professional interest? I have been at teachers' conventions when some of the conventioneers were still going at three o'clock in the morning, but they weren't discussing textbooks!

That same representative, whose name is W. L. Gross, told me that one year he received an automobile license plate reading *A 144*. Get it?

¹ Since this was written, Clipper air service has been established between Alaska and the United States. From an editorial in the *New York Times* we quote: "Alaska, previously four days from the United States by boat, is now linked to Seattle in regular seven-hour flights."—Editor.

ON a number of occasions I was given the opportunity to teach a demonstration class before a group of teachers. This is always the most satisfactory kind of methods meeting, because it reduces talk to practice. Although space will not permit me to tell about all the interesting groups of this sort with which I worked, I can't resist telling you about the two demonstration groups at the meeting in the Sacramento High School.

As I started to teach the first group, one bashful young lady came up and offered me an orange—which is evidently the California equivalent of an apple for the teacher. Later, as I picked up the book to start work on the second group, the girls began to sing "Good morning, dear teacher."

The audience was surely grateful to Mr. Goff for arranging these two humorous interludes in a long session of serious pedagogy and I recommend the plan to others who are arranging demonstration classes. But a word of warning—I kept the orange.

AT the University of Colorado, in Boulder, Miss Helen Borland showed me something that was new to me. She had a high demonstration stand in the front of the typing room for use when showing points of typing technique.

But Miss Borland had gone one step further, having had some local mechanic install a large ball-and-socket joint immediately under the platform on which the typewriter rested. By means of this device she could tilt the typewriter conveniently at any angle so that the pupils could really watch her fingers.

This is a great improvement over the ordinary demonstration stand, and I recommend it heartily to every teacher fortunate enough to be able to have one made. After you run off a million sheets, more or less, on the Mimeograph for the shop department, don't you think they ought to reciprocate by making you such a demonstration stand? Of course they should.

PERHAPS I shouldn't confess to one frivolous pleasure that I enjoyed in Washington and Oregon. One of my favorite short stories has always been Kipling's

story about the Monkey Puzzler, and I was enormously pleased when, for the first time in my life, I saw a monkey puzzler. Such a hold has the imagination over the practical affairs of life! If you are familiar with the story, you will know why I got a chuckle out of every one.

These few sketchy items can give no adequate idea of the great professional interest and the fine hospitality I found everywhere I went, in more than one hundred schools in six weeks. By a determined effort, however, I have kept out of this account anything really pedagogic, so I will stop here before something slips off the end of my pen.

THE University of Southern California's local chapter of Pi Omega Pi, national honorary fraternity for commercial teachers, was host to all business students attending that university at several picnics during the summer session.



The upper picture shows a group of Pi Omega Pi members—students and faculty members—from ten states.

Pictured below are four of the notables who were present at the initiation of new members. Left to right, they are as follows:

Dr. E. G. Blackstone, director of commercial teacher training, University of Southern California, sponsor of Alpha Tau chapter.

Marian Speelman, Hammond (Indiana) High School, national editor of the official journal of the fraternity.

Myrtle Gaffin, State Teachers College, Cedar Falls, Iowa, past national president.

A. E. Schneider, State Teachers College, St. Cloud, Minnesota, national organizer.

JOSEPH H. YOUNG has accepted an appointment as instructor in the newly organized division of Secretarial Studies of the University of Miami, Coral Gables, Florida. He taught during the past two years in Bedford (Indiana) High School.



JOSEPH H. YOUNG

Young, is head of the commercial-teacher-training department.

On August 31, Joseph Young and Miss Orba Trolliet were married in the First Congregational Church at Highland, Illinois. The former Miss Trolliet was a student at I.S.T.C. last year.

MISS EDNA SHUMAKER, vice-president of the National Association of Deans of Women and Dean of Girls at McKinley High School, Canton, Ohio, was a guest of honor at a dinner at the Rainbow Grill on the 65th Floor of the RCA Building in Rockefeller Center, New York City, this fall.

The guests, who are particularly interested in personality development and vocational guidance, were as follows:

Mrs. Charlotte Lochhead, personality counsellor, The Packard School, New York; Miss Minnie Preusser, head of Employment Directors Service, New York; Miss Carolyn Slocum, office manager, Electrical Testing Laboratories, New York, and past president of the Transcription Supervisors' Association; Mrs. Harriet Zucker, Charm Club and Personality Analysis Studio, Eastern District High School, Brooklyn; Miss Florence E. Wall, instructor in Cosmetic Hygiene, New York University; Mrs. M. Malloy, instructor in Personal Regimen under the home economics department, McKinley High School, Canton, Ohio; Mrs. Marion F. Tedens, acting director of commercial education, Chicago; Miss Mary Margaret Lynch, instructor in Home Economics, Quarryville High School, Pennsylvania; Miss Marion P. Morris, director, educational department, Bristol-Myers Company.

After exchanging ideas on personality problems in general and good grooming in particular, the group went on to visit the Man Marketing Clinic, directed by Sidney Edlund, at the Engineers' Club.

ALBERT M. STONEHOUSE, school department manager of the Royal Typewriter Company, now carries a beautiful gold watch presented to him by his company in commemoration of his quarter-century of service with that organization.

Mr. Stonehouse was first employed by Royal as school salesman in the Boston area. In 1921 he assumed the managership of the newly created school department at the head office in New York.



NOLABELLE WELCH

MISS NOLA BELLE WELCH, formerly instructor in commerce at Henderson State Teachers College, Arkadelphia, Arkansas, has accepted a position as professor of commerce in Southeastern State College, Durant, Oklahoma.

Miss Welch holds degrees from New Mexico Normal University, Las Vegas,

and the State University of Iowa. She is continuing her doctoral studies at the University of Chicago.

HAROLD M. PERRY, assistant professor of commerce and business administration at Teachers College, Pittsburg, Kansas, has taken a leave of absence to work on an advanced degree at New York University. He holds a teaching fellowship.



HAROLD M. PERRY

Mr. Perry's M.A. degree is from the University of Iowa. He taught for six years in high schools in Illinois before joining the faculty at Pittsburg.

R. W. Christy, of Sylvia, Kansas, will fill the temporary vacancy at Teachers College, Pittsburg.



Achievement Tests In American Business Law

R. ROBERT ROSENBERG, Ed.D., C.P.A.

2. The Law of Sales of Personal Property and Bailments and Carriers

THE following examination, on the Law of Sales of Personal Property and Bailments and Carriers, is the second in a series of four. The first, on the Law of Contracts, appeared in the BUSINESS EDUCATION WORLD for October, 1940. A third test, on the Law of Negotiable Instruments, Guaranty and Suretyship, and Insurance, will be published in the December issue; and a fourth, on the Law of Agency, Partnerships, Corporations, Real Estate, and Social Legislation, will appear in January, 1941.

Each examination consists of two parts, each requiring 20 minutes: a true-false test of sixty statements, and a matching test containing twenty expressions. The correct answer is shown in parentheses after each statement and expression.

If desired, each part of the examination may be divided, making four 10-minute tests. The matching test is constructed so that the first fifteen words or phrases in Column I and the first ten expressions in Column II may be used as a 10-minute test, and the remainder as a second 10-minute test. The true-false test may be similarly divided into two tests, each containing thirty statements and requiring 10 minutes.

Permission is granted to teachers to duplicate these tests for free distribution to their students.

2. The Law of Sales of Personal Property and Bailments and Carriers

TRUE-FALSE TEST

Average Time, 20 Minutes

The truth or falsity of each of the following statements depends on the italicized

words in the statement. If the statement is true, write *T* in an answer column at the extreme right; if false, write *F* and, in parentheses, write the word or phrase that will make the statement correct. (The answer column is omitted here to save space, and the answer follows directly after the statement.)

1. The *Uniform Sales Act* has been adopted by most of the states. . . . (T)
2. The term "goods," as used in the Uniform Sales Act, applies to *tangible personal property only*. . . . (T)
3. A purchaser who buys goods from another, who in good faith had purchased them from a thief, gets a good title to them. . . . (F—does not get)
4. Title to lost or stolen goods never leaves the true owner. . . . (T)
5. A sales contract resulting from fraud is *voidable* at the option of the injured party. . . . (T)
6. Goods, obtained as a result of a contract arising through fraud, are sold to one who had no knowledge of the fraud and who paid value for the goods. The bona fide purchaser gets title *good even against the original owner* who had been defrauded. . . . (T)
7. The principle of "*caveat emptor*" applies if the buyer relies on his own judgment and has the privilege of examining the goods which he purchases. . . . (T)
8. When goods are stored in a warehouse, a *bill of lading* is issued by the warehouseman as a receipt of the goods. . . . (F—warehouse receipt)
9. A straight bill of lading is *negotiable*. . . . (F—is not)
10. A bill of sale is used only in the case of a sale of *personal property*. . . . (T)
11. A sale takes place when title passes, even if the goods have not been transferred or the money paid. . . . (T)
12. Future goods cannot be the subject matter of a contract of sale. . . . (T)

13. Title and possession always pass in a sale. . . . (F—title always passes)
14. In a contract to sell, title remains in the seller. . . . (T)
15. Goods offered for sale that have been definitely agreed upon by both parties to the contract are said to be *specific goods*. . . . (T)
16. Title to specific goods, in a deliverable condition, passes immediately at the time of the sale. . . . (T)
17. Title to goods sold with the privilege of return passes when the stipulated time for the examination of the goods has passed. . . . (F—when the goods are delivered)
18. Title to goods sold "on approval" or "on trial" passes at the time of delivery. . . . (F—when the stipulated time for the examination or trial of the goods has passed)
19. Appropriation, when unascertained goods are sold by description or by sample, consists of either marking or segregating the goods so that they are clearly designated for the buyer. . . . (T)
20. Goods that are sold by weight or measure, each unit of which is very similar to every other unit, are known as *fungible goods*. . . . (T)
21. When fungible goods are sold, title passes immediately, at the time of the sale, to an undivided share of the specific mass. . . . (T)
22. F.O.B. means "Free on Board". . . . (T)
23. When the terms of a sale are C.O.D., possession of the goods but not the title passes at the time of the sale. . . . (F—neither passes)
24. The terms of shipment, F.O.B. destination, indicate that title to the goods does not pass until it is delivered to the buyer. . . . (T)
25. If the terms of shipment are F.O.B. shipping point, the risks of loss while the goods are in transit are assumed by the buyer. . . . (T)
26. The *Bulk Sales Law* applies only where goods are sold otherwise than in the regular course of business. . . . (T)
27. Title to goods sold on the installment plan passes to the buyer when the first payment has been made. . . . (F—last payment)
28. A breach of an *implied warranty* results when the seller makes a misstatement of a material fact, upon the basis of which a buyer is persuaded to enter into a contract of sale. . . . (F—express warranty)
29. When goods are sold by description or by sample, the law infers an *express warranty* that the goods sold by description will fit the description and are merchantable, and that goods sold by sample will conform to the sample. . . . (F—implied warranty)
30. The seller has the right to retain possession of the goods until the purchase price has been paid, unless the contract of sale specifically requires the delivery of the goods before payment. . . . (T)
31. A *bailment* results when possession of personal property is transferred from one person to another, to be held for a specific purpose and to be returned when that purpose has been accomplished. . . . (T)
32. The person to whom the owner delivers possession but not title of personal property is called the *bailor*. . . . (F—bailee)
33. Bailments always arise from express agreements. . . . (F—often)
34. The finder of lost property assumes the duties and rights of a *bailee*. . . . (T)
35. The finder of lost property need not return the property even when he locates the real owner until he has been repaid for all necessary expenses incurred in connection with its possession and return to the owner. . . . (T)
36. In a bailment only possession passes. The title never leaves the owner. . . . (T)
37. The identical articles need not be redeilvered in a bailment. . . . (F—must be)
38. Bailments for the sole benefit of the *bailee* are called *gratuitous bailments*. . . . (T)
39. The *bailee*, in a bailment for his sole benefit, is liable to the *bailor* for any loss resulting even from his slight negligence. . . . (T)
40. The *bailor* is not under any duty to warn the *bailee* of any danger connected with the property bailed. . . . (F—is)
41. The *bailee* in a mutual-benefit bailment is liable for ordinary negligence. . . . (T)
42. A warehouseman is not an insurer of the goods stored. . . . (T)
43. A warehouseman is a mutual-benefit *bailee*. . . . (T)
44. If a *bailee* in a mutual-benefit bailment permits the *bailor* to regain possession of his property before he (the *bailee*) is paid for his services, he gives up his right of lien. . . . (T)
45. Profits that come to the pledgee from property pledged may be kept by him. . . . (F—may not)
46. Title to additions made by the *bailee* to bailed property passes to the *bailor*. . . . (T)
47. A *hotelkeeper* is one who furnishes food and lodging to selected guests for a compensation. . . . (F—boardinghouse keeper)
48. A person who signifies his intention of staying at a hotel and of availing himself of the services that the hotel offers is considered a guest. . . . (T)
49. A *hotelkeeper* is an insurer of his guests' property. . . . (T)
50. A *hotelkeeper* has a lien upon the baggage and other property brought into the hotel by a guest, for the amount due for services furnished the guest, even if the property is not in fact owned by the guest. . . . (T)
51. Modern statutes have taken away from lodginghouse and boardinghouse keepers the right of lien granted hotelkeepers. . . . (F—have not taken away)
52. A private carrier is a carrier that undertakes to transport from place to place, for pay, the property of any person who may request its service. . . . (F—that does not undertake)
53. The Interstate Commerce Act is a regulat-

ing act governing common carriers engaged in *intrastate commerce*. . . . (F—interstate commerce)

54. A carrier that offers to carry, for pay, all persons who apply for transportation is known as a *common carrier* of passengers. . . . (T)

55. Under the Interstate Commerce Act, the *original carrier* is liable to the shipper for the loss of property in the possession of a *connecting carrier*. . . . (T)

56. Taxicabs are *common carriers* of passengers. . . . (T)

57. Carriers of passengers are liable, *even if they are only slightly negligent*, if their passengers are injured as a result of such negligence. . . . (T)

58. A carrier is liable as an insurer for all baggage checked by the passenger. . . . (T)

59. A carrier *may not limit* its liability for baggage by an agreement with the passenger. . . . (F—may limit)

60. A carrier is *not liable* for the destruction of goods by fire caused by lightning. . . . (T)

MATCHING TEST

Average Time, 20 Minutes

On a sheet of paper, write the numbers of the expressions in Column II. Choose the word or phrase in Column I that is most closely related to each expression. Then write, after each number from Column II, the corresponding number of the correct word or phrase in Column I. The number of the correct answer is shown here in parentheses after each statement.

COLUMN I

1. Sale on trial
2. Warehouse receipts
3. Potential goods
4. *Caveat emptor*
5. C.O.D. sales
6. Chattel mortgage
7. Warranty
8. Bulk Sales Act
9. Bill of sale
10. Earnest
11. Specific performance
12. Conditional sale
13. Uniform Sales Act
14. Vendor's lien
15. Stoppage in transit
16. Public utility
17. Common carrier
18. Bailee
19. Ordinary care
20. Pawnbrokers
21. Order bill of lading
22. Warehouseman
23. Bailment
24. Pledge or pawn
25. Great care

COLUMN II

1. Property that is not yet in existence but that will, in the ordinary course of events, come into existence. . . . (3)
2. Term used to designate part payment. . . . (10)
3. Let the buyer beware. . . . (4)
4. A sales contract modified either by agreement of the parties or by operation of law. . . . (12)
5. An instrument by which the mortgagor transfers to the mortgagee his title to personal property as security for the payment of a debt or the performance of a promise. . . . (6)
6. A qualification or stipulation with regard to the subject matter of the sale, made by the vendor and relied upon by the vendee. . . . (7)
7. The vendor's right to retain possession of goods until the buyer has paid the purchase price. . . . (14)
8. Sales in which the possession of the goods remains with the seller until the buyer has paid the purchase price. . . . (5)
9. The right of the seller to order the common carrier or warehouseman not to deliver goods in his possession. . . . (15)
10. The law referring to the sale of an entire stock of merchandise. . . . (8)
11. The relationship resulting when personal property is left temporarily in the possession of a person not the owner to be held for a specific purpose and returned when the purpose has been fulfilled. . . . (23)
12. The person who obtains possession of property belonging to another. . . . (18)
13. The care that a normal, prudent person would exercise toward his own property. . . . (19)
14. The delivery of personal property as security for the payment of a debt. . . . (24)
15. The right of every bailee for hire to retain possession of the bailed goods until his charges have been paid. . . . (29)
16. Anyone who makes a business of carrying goods for the general public from one place to another for compensation. . . . (17)
17. The degree of care required to be exercised by the bailee when the bailment is for the mutual benefit of both parties. . . . (19)

- | | |
|-----------------------------|--|
| 26. Bailor | 18. A written contract given by the carrier to the shipper and serving as a receipt for the goods shipped, which declares that the goods are to be delivered to the consignee only. . . . (27) |
| 27. Straight bill of lading | 19. One who offers to receive goods and store them for compensation. . . . (22) |
| 28. Boarder | 20. A bona fide transient who offers himself to a hotelkeeper for accommodation and is accepted. . . . (30) |
| 29. Right of lien | |
| 30. Guest | |
-



DR. PETER L. AGNEW

ers Association and editor of its 1939 Yearbook. He is now a member of the E.C.T.A. executive board.

Dr. Agnew is one of the nation's leaders in office practice. He is author of a work book in office practice and joint author of a textbook.

MISS LOUISE GREEN, head of the commercial department of Bowie High School, El Paso, Texas, on leave of absence this year, has accepted a teaching fellowship at New York University, where she is continuing her studies toward the doctorate under the direction of Dr. Paul S. Lomax.

Miss Green has held office in the commerce section of the Texas State Teachers Association and has contributed to the *Journal of Educational Research*. One of her chief professional interests is research in typewriting and shorthand prediction tests.

She has taught in the State Orphans' Home, Corsicana, Texas, and has headed the commercial department of Yoe High School, Cameron, Texas.

LOUISE GREEN

PETER L. AGNEW, of the School of Education, New York University, received the degree of Doctor of Philosophy from New York University at the close of the 1940 summer session.

Dr. Agnew is active in professional associations and has served as both president of the Eastern Commercial Teachers Association and editor of its 1939 Yearbook. He is now a member of the E.C.T.A. executive board.



LAWRENCE BENNINGER

LAWRENCE J. BENNINGER has joined the faculty of the University of Tulsa, where he will head the department of secretarial administration in the College of Business Administration. He succeeds Mrs. Helen McCormick Johnston, who has taken a year's leave of absence to be with her husband at Yale University.

Mr. Benninger received the degree of Master of Arts from the University of Iowa during the past summer. For the past three years he has been head of the commercial department of Morenci (Arizona) High School. His students in that school won the Greenlee County Commercial Cup for three consecutive years for excellence in shorthand and typewriting.

From B. E. W. Project Users

To THE EDITOR:

I am a firm believer in the efficacy of your project work throughout the year. My experience is that the class is more interested in these assignments than in anything else I prescribe for them throughout the year. I shall look forward to next year's projects with much pleasure.—Hazel M. Carley, Windsor-Walkerville Vocational School, Windsor, Ontario.

To THE EDITOR:

Let me take this opportunity to express to you my appreciation of the very helpful service which the B.E.W. extends in making the bookkeeping solutions available. The students enjoy the work involved immensely, and I feel that they are benefited greatly by the experience, which they probably would not obtain in any other way.—Sister M. Therese, Madonna High School, Aurora, Illinois.

A Monthly Service

English-Improvement Aids

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material. It is suggested that the page be clipped out and mounted in a scrapbook. Some teachers may wish to place such material on the blackboard. Suggestions for this page will be welcomed.

Spelling Demons

- | | |
|--------------|---------------|
| 1. accede | 6. facilities |
| 2. assistant | 7. maintain |
| 3. budget | 8. occasional |
| 4. deceit | 9. receipt |
| 5. definite | 10. volume |

Pronunciation Demons Not

- | | | |
|---------------|--------------|--------------|
| 1. contrary | kön' trér ī | kön trā' rī |
| 2. coupon | koo' pōn | kū' pōn |
| 3. tremendous | tré mēn' dūs | trē mēn' jūs |
| 4. film | film | fil' lūm |
| 5. Italian | i täl' yän | i täl' yän |

Most-Used Words: 1-10

- | | |
|--------|---------|
| 1. the | 6. in |
| 2. of | 7. that |
| 3. and | 8. it |
| 4. to | 9. is |
| 5. a | 10. I |

Synonyms

Oral. *Oral* emphasizes the idea of utterance; it applies only to that which is spoken by word of mouth.

Verbal. *Verbal* applies to that which is communicated by words, spoken or written, but generally spoken.

I have been asked to speak before our *Oral English* class on the topic, "The Most Interesting Person I Ever Knew."

Form the habit of taking down all *verbal* instructions in shorthand.

Explain. To *explain* is to make clear or intelligible.

Interpret. To *interpret* is to bring out the meaning of something.

The mathematics teacher *explained* the method of computing the interest rate.

It is often difficult to *interpret* the meaning of the classics in terms of modern life.

Words Often Confused

Biannual. Occurring twice in a year.

Biennial. Occurring once in two years.

The first *biannual* report of the corporation is due on June 30.

Most states hold a *biennial* meeting of the legislature.

Already (adverb). Previously.

All ready. All prepared.

My secretary has *already* verified the addresses, and the envelopes are *all ready* to be typed.

Access (noun). Admittance; admission.

Excess (noun or adjective). Surplus.

Only the file clerk has *access* to these files.

The *excess* of assets over liabilities shows the net worth of the concern.

Vocabulary Building

Indoctrination. Instruction in principles or doctrines; usually, in a derogatory sense, the imbuing with a partisan point of view.

Ideology. A systematic scheme of ideas about life.

A Punctuation Rule

A comma should precede the conjunctions *and*, *but*, *or*, *nor*, *neither*, *for* used to connect the co-ordinate clauses of compound sentences.

We have recently opened a branch office in Dallas, and we plan to open one in San Francisco on January 1.

Four of the cases in your shipment arrived safely, but two were badly damaged.

A Writing Pointer

Unity means oneness or singleness of effect. It demands that a sentence express only one main thought. Rambling carelessly from one idea to another or presenting a number of unrelated ideas in the same sentence shows a lack of unity.—*The English of Business*.

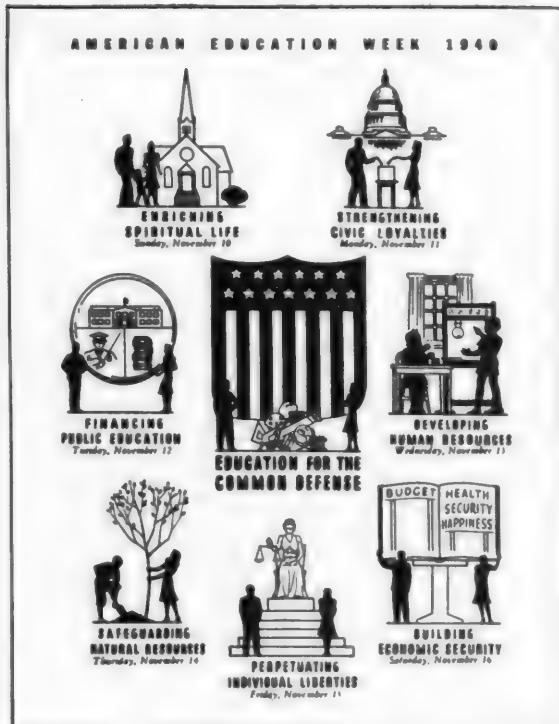
Materials to Help You Make American Education Week Count "For the Common Defense"

WRITE at once, if you have not already done so, to the National Education Association for the wealth of American Education Week materials which that association has provided at nominal cost, for the observance of American Education Week, November 10-16.

In addition to its major use, this material should be embodied in the shorthand, typewriting, and English courses, and every student should be saturated with its inspiring message.

The address of the Association is 1201 Sixteenth Street, N. W., Washington, D. C.

And here's a suggestion we hope you will follow: Write a letter to Dr. Joy Elmer Morgan, at the same



A PAGE FROM THE N.E.A. ILLUSTRATED BOOKLET, "EDUCATION FOR THE COMMON DEFENSE"

EDUCATION FOR THE COMMON DEFENSE

What does America have to defend?

- * A spiritual heritage, the most precious gift from our forefathers.
- * A people's government, conceived by heroic men determined to be free.
- * A great people, over 132 million souls of many races and creeds.
- * A vast wealth, found in our natural resources from sea to sea.
- * A hopeful future, to leave to our children and to generations unborn.

What is education for the common defense?

- * It is individual, helping each person make the most of his talents.
- * It is universal, seeking to educate all the children and all the people.
- * It is practical, helping prepare people to earn a good living.
- * It is civic, preparing individuals to be wise and loyal citizens.
- * It is spiritual, recognizing the eternal dignity of human personality.

A System of Universal Public Education Is the Greatest Common Defense
the American People Have Erected or Can Build

CENTER SPREAD OF FOUR-PAGE N.E.A. LEAFLET FOR DISTRIBUTION TO HOMES.

address, and congratulate him and his staff on the superlative quality and timeliness of the content of the *Journal of the National Education Association*. This great journal is fully meeting its responsibilities for the editorial leadership of our army of educators.

On October 1, President Roosevelt issued the following statement:

World events are making it increasingly apparent that the theme of American Education Week this year was selected wisely. "Education

for the Common Defense," as a slogan, puts education in its proper relationship with other departments of government. One of the purposes behind the adoption of the Constitution of the United States was "to provide for the common defense." . . .

We have now had 150 years to build a strong foundation for the common defense. Due, however, to conditions outside our own country we find that the way of life we cherish stands in jeopardy this year more than in any year since 1789. There is an unusual need for the schools to play their part in providing for the common defense. The war being waged on two continents at present is not a war to be won by arms alone. How much a country values its institutions and the freedom of its people is likely to prove even more important than arms as a determining factor in the ultimate decision. . . .

Our great public school systems in the states, including colleges and universities, are rendering invaluable service in training men for work in defense activities. But it is more important now than ever before that our schools should give serious attention to the development of an appreciation of our traditional freedoms. What the schools do may prove in the long run to be more decisive than any other factor in preserving the form of government we cherish.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp by which my feet are guided, and that is the lamp of experience.

—Patrick Henry.



Accuracy-Development Project

SET up a paragraph-accuracy chart as follows: List the speed tests, either by date or name, horizontally across the chart. Vertically, list the names of the students, including two or more classes, if possible, in order to make competition.

Each student is on his own for the most part. He types the first paragraph of the test through without looking at the keyboard; then he proofreads the copy. If there are no errors, he proceeds to the next paragraph, and so on until the test copy is completed. If there is an error in the paragraph, the student must determine his trouble, practice a remedial drill, and then type the copy again until the paragraph is complete and correct.

As each test is completed, with a colored pencil fill in the square opposite the student's name and below the name of the test, making a colored bar graph.

The student should understand clearly that each time he begins a paragraph he is to type it all the way through. The instructor collects the papers occasionally; and, if he finds that a student has left a paragraph before it has been typed correctly, the student must pay the penalty of starting from the beginning of that particular test

again. This develops proofreading ability. No erasing or striking over is permitted.

Since starting this practice, my class of eighteen Typing II students has increased 10 per cent in accuracy and 15 per cent in speed.—Paul Benson, Gunnison County High School, Gunnison, Colorado.

COMMENT BY HAROLD H. SMITH

Concentration on one paragraph at a time makes it possible to realize the accuracy objective somewhat more quickly than if the assignment contains several paragraphs. An excellent variation.

Class Projects in Duplicating

MISS Mary H. Inglis, an instructor at Queens College, Charlotte, North Carolina, who has previously contributed to this department (May, 1936, and October, 1938), has written a most interesting letter following her reading of the article by William Landis in the issue for April, 1940. Miss Inglis' letter follows:

My dear Miss Banker:

I am always interested in the material given in your column of the B.E.W. For several years I have made a card catalogue of the material, and I have found it very useful in my methods class when discussing motivation devices.

I was particularly interested in the article by William Landis, of Hershey, Pennsylvania, on the subject of teaching duplicating.

We have so many student assistants for the teachers that we do not have sufficient work to permit the students enough practice in stencil cutting and duplicating. Therefore, I have employed the following projects with a great deal of success.

During the first semester each student cuts a stencil of her favorite poem, illustrating it on the mimeoscope. These are run off in sufficient quantity to permit each member of the class and each teacher of the department to receive a copy. They are bound in booklets by classes and make very nice souvenirs of the work. The covers are in color, all alike. There is always at least one student who is especially gifted in art and who designs the cover for all the booklets.

During the second semester we make a folded booklet or two, depending upon the time available. These are of two sizes. The first, 5½ inches by 8½ inches in size, gives practice in folding the stencil and also in running off on both sides of the page. In this case, the class is divided into groups that prepare booklets together.

This year we had booklets on popular songs, favorite menus, favorite recipes, synopses of fam-

ous operas, Mother Goose rhymes, Mickey Mouse, Donald Duck, and the popular "Confucius Say" compilations. In the second booklet, the students again combined in groups. The size of the second booklet was $4\frac{1}{4}$ inches by $5\frac{1}{2}$ inches; and two pages were put on a stencil, run off, and cut. Again the subjects ran the gamut from the sublime to the ridiculous.

Similar booklets were also made by the students when learning the process of gelatin duplication. This time colors were used; also handwritten and typewriter master copies were made.

The girls really enjoyed doing this and I believe will not be afraid to tackle duplicating in an office.

I am hoping you can use this sometime in your Lamp of Experience column. Sincerely yours,
MARY H. INGLIS

{Indeed we can, Miss Inglis! Thank you very much.—H. P. B.]

A Bookkeeping Game

TO stimulate interest in analyzing the increases and decreases in the real accounts, the squares shown in the illustration below offer a challenge to all bookkeeping students to develop the debit and credit elements in a variety of transactions. The object is first to find transactions that fit the squares and then to journalize them.

The instructor may ask a student to give one or two illustrations for each square.

Examples for Square No. 5 follow:

Liability } Accounts Payable (Debit)
Decrease }
Liability } Notes Payable (Credit)
Increase }

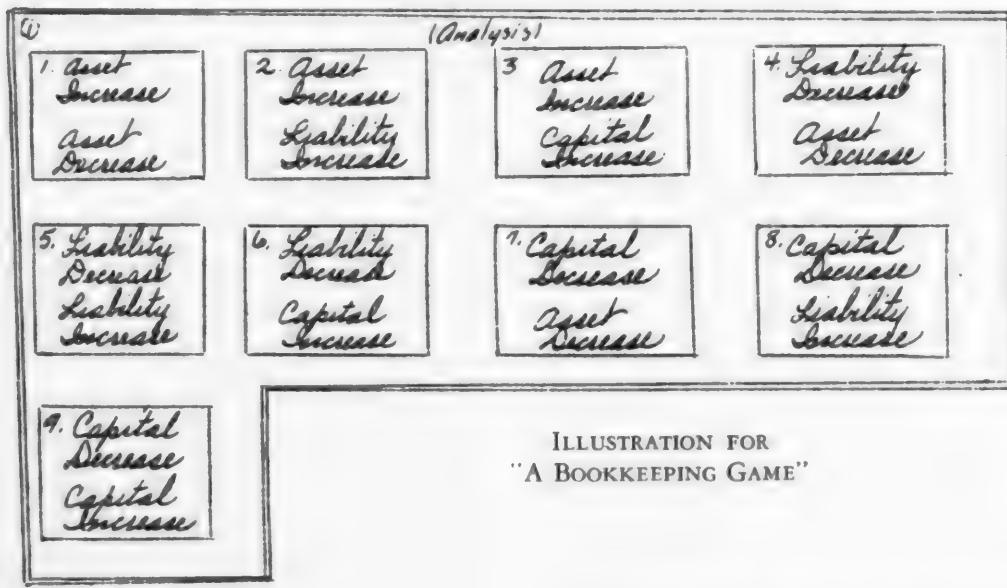
—V. E. Breidenbaugh, Indiana State Teachers College, Terre Haute.

Business Apprenticeship

SECOND-YEAR students in secretarial science at Morris Junior College are required to serve for a period of two weeks in doctors' offices and business offices, which are selected by the secretarial-science department in co-operation with the advisory committee on secretarial science. The students perform the work without remuneration. They are excused from their classes during the period of apprenticeship, but are held accountable for all subject matter (other than shorthand and typing) covered during their absence from class.

A report sent by the "employer" to the college at the end of the apprenticeship period is used as the basis of the last two weeks of classroom work. One-hour credit is allowed for this course.

Many times the students have adjusted themselves to the apprenticeship job so satisfactorily that they have been employed permanently after graduation.—Agnes P. Kammerer, Morris Junior College, Morristown, New Jersey.



I Didn't Know!

LEE
BENHAM
BLANCHARD



A private secretary jots down some important facts that he has learned while on the job.

I DIDN'T KNOW that a man could be so pleased at my so-called "ingenuity" as my chief was when I handed him a type-written list of the names and addresses of persons who had sent him Christmas cards. Simple? Yes—all I did was write the names and addresses down on a pad as they came in. These little things seem pretty big and important to the chief. In this case, the result was a nice thank-you letter from his wife.

I DIDN'T KNOW that the chief usually asks five questions regarding a person who called while he was out:

First, "Who called?"

Second, "When did he call?"

Third, "Was there any message?"

Fourth, "How can I get him back?"

And fifth, particularly if the caller is unknown, "Do we have any correspondence on him?"

Now, I give him the answers on a card before he asks the questions.

I DIDN'T KNOW that the most tedious part of my job would be to keep up with the filing.

I'd say to a beginner: "Try to allocate half an hour each day for this and the result will be most gratifying. There's nothing worse than a week's accumulated filing."

I DIDN'T KNOW that a monthly appointment sheet would turn out to be of great value not only to the chief but to the other executives and myself.

I'd say to a beginner: "Work out a sheet with the date; time of appointment; with whom; complete data on where the appointment is; and, if possible, any other members of your organization who are to attend.

"At the beginning of each week, rewrite the data; for, naturally, you will have more complete information as each week comes up, with tentative trips, banquets, monthly Board meetings, etc., set up in advance."

I DIDN'T KNOW that a card index of callers conveniently at hand is of prime importance to the secretary of a top executive. This should consist of two alphabetic files—local and out-of-state. On each card the following are suggested: name, address (business, residence, temporary summer address, and cable address), telephone number for each addressee, title, affiliation with your chief (how did he meet him and where), date he last came in contact with him, and the date the card was made out.

A 3" by 5" card will contain all this information; and, when kept up to date, it becomes a most valued possession for compiling lists, identifying visitors without appointments, looking up long-distance telephone numbers, etc.

I DIDN'T KNOW that thank-you letters and letters of congratulations and of acknowledgment would be expected from the chief whether or not he remembers to write them. He may forget dates, and he may not even know that John Jones has been advanced in position.

I'd say to a beginner: "Learn to write letters of this nature for your chief to sign."

I DIDN'T KNOW that the old adage, "Familiarity breeds contempt," is particularly true in an office.

I'd say to a beginner, "Never call your chief by his first name unless he requests it; and even then, never before visitors or other employees. Your superior's position calls for respect at all times."

on the
Lookout

**ARCHIBALD
ALAN
BOWLE**

This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

13 As a means of adding to the efficiency of its filing drawers, the General Fireproofing Company has introduced cross trays for box drawer inserts. These trays are available in 3" by 5", 4" by 6", and 5" by 8" sizes. They are readily removable and offer a high degree of flexibility. Any individual unit can be used with only a small quantity of cards.

14 A new letter opener, which combines a keen blade with a 2½-inch precision lens, is now offered by the K-D Manufacturing Company. The overall length of the item, which comes packed in a gift box, is 9 inches. It is available in solid bronze, highly polished or in a statuary finish, and in gleaming chromium.

The magnifying lens in the handle is of Lucite and is of sufficient width to read a telephone directory or newspaper column at a glance. The focus of the lens is fixed so that it may be laid flat on the printed area.

A. A. Bowle November, 1940
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation further information about the products circled below:

13, 14, 15, 16, 17, 18

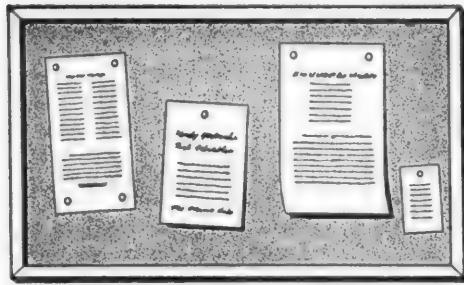
Name
Address

15 The Two-In-One Steel Locker of the Penn Metal Corporation is designed for use where floor space is at a premium. Made of heavy-gauge furniture steel, spot welded, with no rough edges, it has rubber bumpers at contact points to keep the doors from banging. Each locker is 15 inches wide, 21 inches deep, and 73½ inches high, and is divided into two coat compartments and two hat compartments. Unlocking a coat compartment automatically unlocks a hat compartment. Pass the word along to your purchasing agent, or get a catalogue and give it to him.

16 Forty-four different models of sorters are made by the Savasort Company. The circular sorter, with 500 divisions, for sorting 8½-by-11-inch forms, alphabetically or by special headings, is unique. The ball-bearing pivot allows finger-touch movement, while the adjustable stand assures proper height convenient for the operator. The unit may be elevated for operation while standing. Tabs are slightly curved for perfect alignment, and the visible holders may be changed when necessary.

17 Something is happening to the nation's offices. Drab, uninteresting furnishings and equipment are giving way to refreshing new styles as business after business replaces outmoded desks, files, and related pieces with modern units from the new Steel Age Executive Suite. I wish I could include pictures of all the Corry-Jamestown line! The school office would look more attractive if the stenographer's desk had a non-glare linoleum working surface, aluminum molding edges, and corners smoothly rounded. You ought to have the circular about this modern furniture.

18 Models 7371-13 and 7194N-3 are the two latest Monarch Adding-Listing machines that should find a place in the schools. They are equipped for direct subtraction, present a wide variety of operating features, 5-inch and 13-inch carriages, manual and electric operation, with or without credit balance.



The B.E.W. Bulletin Board

A MONTHLY SERVICE

THE preparation of "A Unit of Filing" for the bulletin board gives students a wonderful opportunity to do a comprehensive job of research and study in the subject of filing.

Miss Mary Frances Pugh, of Wessington, South Dakota, High School, tells us that she found it interesting and useful to correlate filing with typing, art, and spelling.

A display of thirty pieces was organized and left on the bulletin board for reference during and after classes. After the students had compiled reference material, individual students typed reports in outline form, brought them to class, and discussed them. Selected material was then stapled on rose, blue, and yellow art paper, which blended with the colors in the room.

The technical vocabulary of filing was used as a spelling lesson.

To add to the effectiveness of the project, miniature alphabetical files were made by the class and used for instruction in the subject. Rules for filing were prepared and mimeographed, together with a list of names that formed the basis of the filing lesson.

The display proper included the following items:

1. An essay on filing, in which the early development of filing (including kinds, uses, and descriptions of early files) was com-

pared with present-day systems. Pictures of the following files: Clay, spindle, box, pigeonhole, flat or horizontal, Shannon, alphabetical, vertical, subject, geographic, tickler, numerical, transfer, and rotary.

2. A paper on the uses, descriptions, conveniences, and prices of files and filing equipment such as cards, folders, guides, and tab signals.

3. An essay on the kinds of present-day files, duties, etc., of file clerks in banking establishments and in shipping rooms and storerooms. With this were included pictures of the Federal Reserve Bank of Minneapolis, and of file clerks at work in shipping rooms and storerooms.

4. A typewritten list of eighteen rules, with an example illustrating each rule.

5. Instructions as to the procedure in filing and finding letters: release for filing, reading, indexing, sorting, cross reference.

6. Illustrations of legal documents and blanks filled out by the class: Application for Letters of Administration, Bond for Letters of Administration, Letters of Administration, Administrator's Notice, Inventory and Appraisement of Estate, Widow's Maintenance and Statutory Allowance, Demands Filed, Semiannual Settlement, Final Settlement Notice, and Final Settlement.

All this material was retained on the bulletin board until the work entailed on the part of the students in the filing unit was completed. Students were thus able to constantly refer to the display, and the bulletin board served an active and effective part in the instruction of the subject of filing.

● ● Some of the pictures of bulletin-board displays in the Bayside High School, New York City, that we have presented in these columns¹ were such excellent examples of amateur photography that we asked Henry J. Walton, who supplied them, just how he obtained such fine results. Mr. Walton, who is chairman of the accounting department of Bayside High School, has supplied the following technical information:

¹ "The B.E.W. Bulletin Board," *The Business Education World*, Volume XX, February, 1940, page 535.

"I have a series of items to mention which may sound rather technical, but which relate more to the equipment than to any method. I will add right here, however, that this is not the only equipment that will do a satisfactory job.

"We used a Carl Zeiss Contax camera with an F 2.8 lens. This lens was stopped down to F 8. The film used was Eastman Kodak Panatomic 35mm., and was developed according to Eastman Kodak Formula D 76, which is available for the asking from any Kodak dealer. The negatives from the original shots were enlarged from 1½ inches to the size you received (4¾ by 3¾).

"As a final recommendation to anyone taking a picture of this sort, I would add

that the camera should be placed on a tripod, for the slightest movement of the hand or camera may cause blurring of the lines which are essential to reading of a small photograph.

"None of the attempts that we made on these pictures was timed; they were made as snaps with the aid of three photographic lamps."

We hope that this information may be of value to you in making photographs for publication. For your sake, and for the sake of other teachers, we would like to have pictures of your department bulletin boards so that we can show what you have done and so that others may profit by your experience.

Statement of the Ownership, Management, Circulation, Etc. Required by the Acts of Congress of August 24, 1912, and March 3, 1933

Of THE BUSINESS EDUCATION WORLD, published monthly, except July and August, at East Stroudsburg, Pennsylvania, for October 1, 1940.
State of New York } ss.
County of New York } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared Guy S. Fry, who, having been duly sworn according to law, deposes and says that he is the business manager of THE BUSINESS EDUCATION WORLD and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are: Publisher, The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; Editor, John Robert Gregg, 270 Madison Avenue, New York, N. Y.; Managing Editor, Clyde I. Blanchard, 270 Madison Avenue, New York, N. Y.; Business Manager, Guy S. Fry, 270 Madison Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.; John Robert Gregg.

President, 270 Madison Avenue, New York, N. Y.; Guy S. Fry, Secretary-Treasurer, 270 Madison Avenue, New York, N. Y.; Edmund Gregg, 6 North Michigan Avenue, Chicago, Illinois.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is _____. (This information is required from daily publications only.)

Guy S. Fry, Business Manager

Sworn to and subscribed before me this 28th day of September, 1940. (Seal) Harriet P. Banker. (My commission expires March 30, 1942.)

We Interest Young Men in Stenography

MARGARET E. RAY

*Head, Shorthand Department, Hadley Technical High School,
St. Louis, Missouri*

THE general superintendent of one of our largest electrical companies telephoned—his secretary was getting married, and would I recommend a successor for her. It was then that my favorite idea expressed itself. This was the place for one of our young men who had just completed our secretarial course!

During that somewhat lengthy telephone conversation, I made my first sale of the advantages of a young man stenographer.

There has never been another request for a young lady from that executive. The young man I recommended has advanced to a responsible position in the purchasing department. Other young men have replaced him as he progressed.

To interest young men in stenographic work, to train them, to place them successfully—what an inviting prospect for the commercial teacher! But what are the avenues of approach?

Mr. F. J. Jeffrey, the assistant superintendent in charge of our vocational and evening schools, arranged for me to give talks to the graduating classes of the St. Louis high schools. A special effort was made to interest the boys, to recall successful men of national reputation who started their careers as stenographers, to tell of the young men who had enrolled in our secretarial department and had been placed and had advanced in St. Louis firms.

At each high school, specific cases of successes of former graduates who had taken up the study of shorthand were woven into the informal talk. Students heard where these young men were employed, what promotions they had had. They learned about our placement department and our lack of young men adequately trained to fill our calls.

Frankly, an effort was made to clear away the idea that shorthand is a subject for girls. We named boys who had become very proficient and their resultant successes in banks, railroad offices, lawyers' offices. We kept and referred to statistics. Yes, statistics do appeal to the masculine mind!

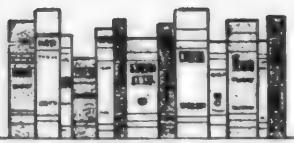
The value of shorthand as a terminal course before college entrance was stressed, both for personal use and as a means of working one's way through college, as two of our former students have just done—one in architecture and one in finance.

The idea of interesting others was discussed with the young men who were members of the secretarial group. They were eager to acquaint their friends with the opportunities open to all who enter a business office through the stenographic door—the dual achievement of having a job and of having a chance to learn the business at the same time does appeal to reason!

St. Louis businessmen are interested too. This interest can be stimulated and fed in any community. At registration time we frequently hear that the study of shorthand was suggested by some well-known businessman for his young acquaintance.

Don't ask me if I was pleased last January when I surveyed a new group of forty-five high school graduates who had come to the Hadley Technical School to begin the study of shorthand and typewriting with me—and twenty were boys! Young men like the idea, once it has been presented to them.

This year and every year I want to interest more and more young men in the study of shorthand. The door is just open—it has yet to be flung wide. And I would be very happy to exchange plans and thoughts with you.



Your Professional Reading

MARION M. LAMB

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



YOU will find food for thought in J. D. Ratcliff's summary¹ of a recent survey conducted by two psychologists, Dr. Rudolph Pitner, of Columbia University, and Dr. Joseph Lev, a research worker, to determine the causes of worry among fifth- and sixth-grade children.

The chief worry of the twelve-year-old was failing a test. The author comments:

One point emphasized by the survey: the child is not the complete egoist that he is usually pictured to be. Groupings of chief worries indicated a marked feeling of responsibility for others. The family is the greatest cause of concern. School comes next, and personal problems third.

The investigators conclude:

The excessive worry about school items would seem to indicate that our school system lays too much emphasis on failing a test, having a poor report card, being late for school. We cannot easily reduce children's worries about family matters, but we might very well do so in respect to school matters that are not very significant for the child's future growth and development.

The Contribution of Business Education to Youth Adjustment

Thirteenth Yearbook of the Eastern Commercial Teachers Association, New York University Bookstore, Washington Square, New York, 402 pages, \$2.50.

¹ "The Happiest Time of Your Life," J. D. Ratcliff, *McCall's Magazine*, August, 1940, page 19.

This volume is distinguished from its excellent predecessor, *The Improvement of Classroom Teaching*, chiefly by the second, third, fourth, and fifth sections, which present the youth problem in the secretarial, accounting, clerical, and distributive-occupations fields as it is seen by employers in these fields, by directors of business education, and by business teachers.

It is interesting to note the continued emphasis placed by business representatives upon right attitudes and high qualities of character and personality.

Making Consumer Education Effective

Proceedings, Second National Conference, Institute for Consumer Education, Stephens College, Columbia, Missouri, 253 pages, \$1.

From this report of the proceedings of the Second National Conference on Consumer Education at Stephens College, we conclude that some of the sessions were indeed lively. The forum on advertising alone must have been worth the trip to Missouri. We wouldn't know about Professor Rugg's statement that Rome was literally burning, but we're sure that one or two of the speakers were.

Even the most thrifty consumer could not question that there is a dollar's worth of information in this volume; national leaders in education, government, consumer organizations, and business were corralled at Missouri to present the various aspects of the consumer movement, and their recorded contributions merit reading and rereading.

Of course there are the inevitable controversies as to just what consumer education includes and what its place is in the school curriculum, but most of the speeches and round-table discussions are concerned with definite plans and methods of achieving reasonable goals.

The first section of the book has wide general appeal. Titled "Some Special Approaches to Consumer Education," it includes an introductory address by F. G. Nichols, giving the problems inherent in consumer education at the present time. This is followed by chapters on "What Labor Is Doing," by Mark Starr; "What the Better Business Bureaus Are Doing," by Kenneth Backman; and "What Co-operatives Are Doing," by Herbert E. Evans.

Personally, we're following up Mr. Backman's comments on the "Facts You Should Know About" series of booklets issued by the Better Business Bureau on advertising, borrowing, budgeting, buying or building a house, buying used cars, cosmetics, health cures, investment companies, jewelry, legal problems, life insurance, oil royalties, rayon, savings, schemes, and securities.

General Psychology for Students of Business

By James D. Weinland, F. S. Crofts & Co., New York, 1940, 564 pages, \$3.50.

It seems to me that the author of this book has not fulfilled his stated purpose of writing an elementary textbook of psychology for students of business, since so much of the book is not elementary and so little of it deals with the application of psychological principles in business.

I believe, nevertheless, that *General Psychology for Students of Business* merits mention in a teachers' publication, since most of the facts and theories presented bear directly upon educational problems and philosophies.

As a matter of fact, I suspect that the writer knows a great deal more about education than he does about business, and it is perhaps unfortunate that he did not organize his material for teachers rather than for students of business.

Here are a few unrelated quotations from this text, culled for your interest:

"It is very clear that emotional learning takes place. Both the fact that emotional responses vary somewhat from one person to another and the fact that different situations stimulate them, indicate that emotional adjustments, just as all our other adjustments, involve considerable learning. One of the greatest indictments against our educational system today is that this fact is not directly recognized. Emotional learning is treated as a side line. Maladjusted children are given attention, but the emotions of the so-called normal child are left to fend for themselves. . . ."

"Intuitive thinking is perhaps the most common type of thinking in business. Experimental thinking and statistical thinking are creeping in, but business giants . . . have all sat under the banyan tree. . . . Intuitive thinking is based upon insight and consequent conviction rather than upon a recognition and tabulation of each step of the thinking process."

"Elizabeth Hurlock studied simple praise or reproof as incentives. Her subjects were 112 school children between nine and twelve years of age. A fifteen-minute practice period in arithmetic each day for five days provided the work, which was equated for difficulty. The children were divided into four groups equated for intelligence. . . . The results of the study were:

"The praised group did 86.28 units of work. The reproved group did 70.19 units of work. The ignored group did 64.63 units of work. The control group did 57.65 units of work."

One chapter in this book, the eighth, has an unforgettable title: "Working, Aging, Dying." Now wouldn't you think a psychologist would know better!

Written as a guide for students in teacher-training institutions and for classroom teachers of business subjects, this book is a real find for those of us who wish to improve our testing practices.

The first four chapters, on "The Importance of Measurements in Business Education," "The Terminology of Educational Measurements," "Statistical and Graphical Methods," and "The Interpretation of Statistical Measures," are no doubt necessary for an intelligent grasp of scientific testing, but I believe that most of us will find Chapters 5 to 8 aimed directly at our problems.

Chapter 5, "The Construction of Tests for Classroom Use in the Business Subjects," contains directions that are applied for the reader in Chapter 6, a very substantial section devoted to "Examples of Complete Examinations in Business Subjects."

Chapter 7 lists the available tests in business education (and isn't it convenient to have that information at hand!), giving the names of the tests, authors, publishers, prices, teacher's manual information, nature of the tests, and the data on standardization.

Chapter 8 lists the possible uses of the various types of tests used in business education; and Chapter 9, on "Needed Research in Testing and Measuring in Business Education," concludes the book.

Tests and Measurements in Business Education may be used as a reference book or as a textbook. Each chapter includes "Readings for Further Study" and "Questions and Exercises." Those interested in the training of business teachers will wish to scan the book with an eye to its possible classroom use.

Married Women Gainfully Employed

Issued by the Committee on Tenure, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 32 pages. 25 cents.

Educators who are surrounded by controversies over the employment of married women teachers will be interested in this pamphlet, one-fifth of which is devoted to the legal status of the married woman teacher. A number of legal cases are digested.

Others sections of the pamphlet cover: (1) Legal Status of the Married Woman Teacher, (2) Gainful Employment According to the 1930 Census, (3) Why Married Women Work, (4) Arguments for and against Working Wives, (5) Logical Outcome in Terms of Economic, Political, and Social Theory, and (6) Prevalence of Discrimination against Working Married Women.

The booklet was prepared by a committee of which Donald DuShane, superintendent of schools, Columbus, Indiana, was chairman.

Tests and Measurements in Business Education

By Benjamin R. Haynes, M. E. Broom, and Mathilde Hardaway. South-Western Publishing Company, Cincinnati, Ohio, 1940, 400 pages, \$2.40 less school discount.

The Position of Married Women In the Economic World

National Federation of Business and Professional Women's Clubs, 1819 Broadway, New York, New York. 10 cents.

The National Federation of Business and Professional Women's Clubs has also recently conducted a survey on this matter of the employed married woman, which is published under the title, "The Position of Married Women in the Economic World." One section of the report refers in detail to the National Education Association report.

Dr. Mary Beard was chairman of the Research Advisory Committee that made the survey; and Dr. Ruth Shallcross, former director of research for the National Federation of Business and Professional Women's Clubs, conducted the survey.

Distributive Education

Information for Teachers and Administrators of Business Education. By Delta Pi Epsilon, National Honorary Graduate Fraternity in Business Education. Edited by J. Marshall Hanna and M. Herbert Freeman. South-Western Publishing Co., Cincinnati, Ohio, Monograph 49, 55 pages.

Twenty-four leaders in business education have contributed to this monograph, which was assembled and published to help those in business and business education concerned with the occupational adjustment of young men and women to the distributive occupations.

Following the preface by Dr. Paul S. Lomax, the subject matter is divided into questions classified and listed under seven major headings: "Distributive Occupations," "The George-Deen Act," "Administration," "Materials," "Teacher-Training," "Policies," and "Bibliography," each of which heads a section of pertinent questions and answers. The answers in some cases are taken from bulletins of educational agencies; in other instances, the answers are given by men and women well known in the distributive occupations.

This question-answer arrangement of material leads to easy, straight-to-the point reading and ready reference.

Practical and comprehensive, this monograph is one you will wish to add to your professional library.

Two New Government Publications

Occupational Information and Guidance. United States Office of Education, Vocational Division Bulletin No. 204, 1939. 25 cents.

Statistics of Public High Schools, 1937-38,

Biennial Survey of Education in the United States. United States Office of Education, Bulletin 1940, No. 2, Chapter V. 15 cents.

Both are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Merchandise Facts

By Eleanor Appel, Harrisburg Public Schools, Harrisburg, Illinois. Edited by Kenneth Lawyer. Mimeographed. No charge.

This is an outline of a ten-unit general course for use with selected films. Miss Appel's outline is the result of a successful experiment that she conducted as itinerant teacher co-ordinator in the Illinois distributive-education program.

The course may be used for sales training of department-store extras or of salespeople in variety stores, as well as for high school training courses and courses in consumer education and home economics.

With each of the ten lesson outlines, the names and sources of two related motion-picture films are given, as well as complete instructions for conducting the meeting.

After High School—What

By Charles M. Smith. Edited by Charles M. Smith, Director of the Division of Educational and Vocational Guidance of the Board of Education of New York City. Published by Burstein and Chappe, 165 Duane Street, New York, 1940. 95 cents, 50 cents.

This booklet is addressed to parents who are concerned about helping their children choose vocations within reach of the good things of life.

The author discusses briefly the selection of the right college; he surveys today's professions and trades in terms of preparation, possible earnings, employment and unemployment; he exposes the false claims made by the private promoters of "new and coming" fields. There is a sensible article on psychological testing, by Dr. Joseph V. Hanna, of New York University.

The listing of New York private and public schools, colleges, and universities, with their addresses, requirements, offerings, and fees, may recommend this handbook to counselors in New York and vicinity.

MRS. RAE C. WILLIAMS, head of the retail selling department of the Omaha, Nebraska, Technical High School, has taken a year's leave of absence and is engaged in graduate study at Teacher's College, Columbia University.

WHAT CAN WE DO?

What can Business Education do that it is not now doing to aid in strengthening our national defense? . . . This question was asked in our October editorial.

Here are answers from all parts of the country.

(Continued from page 233)

enough, and those in authority are not yet sure enough as to what they want to have done, to make it possible to formulate a program now.

I think we can injure rather than help the cause by being too insistent at the present time. I feel, however, that we should express our earnest desire to co-operate in any and every possible way, should urge those in authority to use the resources of the business-education departments of the nation, and should offer to consult about how those resources can be used, but that we should not make any demands at the present time.

CLINTON A. REED

*Chief, Bureau of Business Education,
New York State Department of
Education*

NO ONE QUESTIONS the willingness of business educators to co-operate with the Federal Government in making the national defense program effective.

The development of new defense forces will withdraw from offices and stores thousands of young men who have been employed in white-collar occupations. The expansion of business as a result of defense measures, the establishment of additional government offices to administer the defense program, as well as the withdrawal from employment of men for the Army, Navy, and air forces will create a demand for well-trained and mature office and store employees. It will be our job, as business teachers, to meet the need after the existing surplus of white-collar workers is utilized.

Right now, it is probably our task to study critically our present vocational business program and our facilities for training skilled office and store employees in the shortest possible time. It will be necessary to establish and maintain, in spite of opinions to the

contrary, the highest vocational standards in order that the young men and women whom we prepare for the national defense program may be able to produce vocationally as soon as they find employment.

A national emergency allows no time for the training or retraining of office employees on the job. Therefore, we should do everything we can to facilitate the strengthening of our own programs of study through the proper selection of well-qualified students, the improvement of teaching methods, and the elimination of much of the "educational underbrush" that has developed in our departments in less strenuous times.

WILLIAM E. HAINES

*Supervisor, Department of Business
Education, Wilmington, Delaware*

UNLESS AMERICAN EDUCATION vigorously and wholeheartedly tackles the crisis of national defense, we may not, in the not-too-distant future, have a public educational system, as we now know it, to defend. The broad, general attitude of education as promulgated by the Educational Policies Commission represents the sound and reasoned judgment of leaders who are eminently well qualified to speak for us. We should unhesitatingly indorse the findings and recommendations of this body.

The bottle neck of the defense program at the present time lies in the mechanical field. Once that jam is broken, ever increasing demands will inevitably be made upon secretarial, accounting, and clerical trainees. The draft alone will stimulate this need to a degree that is not now possible to foretell.

I am not prepared at this time to say just what the attitude of business education should be. The matter should be promptly

studied by competent leaders in our field. No expression of our attitude should be made until this is done. It should be done forthwith under the sponsorship of our leading business education associations! To delay such action is but to obviate the need.

I commend the BUSINESS EDUCATION WORLD for initiating consideration of this challenge to education. May you continue your efforts to a successful conclusion.

DR. HAMDEN L. FORKNER

Director of Business and Vocational Education, Columbia University

NATIONAL DEFENSE has become the popular theme of every phase of the economic, social, and civic life of the nation. Too often, however, national defense is thought of in terms of physical defenses—men, machines, instruments of war, and the production of necessary war materials and supplies for armed forces.

No one would underestimate the importance of these defenses and of doing all in our power to prevent the physical encroachment of any foreign invader upon our soil. There is, however, a much more important defense for which education must take the chief responsibility; namely, the defense of our people against foreign ideologies.

A contented and hopeful body of young people is not going to be taken in by promises of totalitarian regimes. But we are not going to have a contented and hopeful body of young people unless we, as business teachers, do our job better than ever before in training these young people for places of responsibility and then use all the prestige of the school in placing these young people in positions.

If business teachers the country over will organize groups of young people for the purpose of self-improvement and self-placement in business work and will sponsor such groups by showing them how they can keep up their own skills and how they can organize themselves into groups of job holders whereby each one helps every other member of the group in finding a job, we shall do much to build up a contented and hopeful body of young people.

Another phase of work that such self-help groups could sponsor would be to organize study groups for the various types of civil service that are going to be needed as a result of vast expenditures for defense.

When we bring young people to realize that the greatest help we can give them is to have them learn to help themselves, we shall have come a long way toward building a responsible citizenry—we shall have erased much of the present attitude of young people that, if they do not help themselves, the Government will.

This, to me, is the big job that business teachers can perform in the program of national defense.

DR. FOSTER W. LOSO

Director of Commercial Education, Elizabeth, New Jersey

FOR SEVERAL YEARS at least, the draft and the heavy rearmament program will create a demand for semiskilled and skilled office employees such as this country has never known, a demand that present training methods may not meet satisfactorily. Business educators should attempt to anticipate this problem by giving some attention to the need and organization of adequate training facilities.

To meet the demands of a particular locality, an adequate program might take on the aspects of a threefold endeavor:

1. Day and evening courses for retraining those who have failed to maintain skills after graduation.
2. An intensified or foreshortened business program in our high schools, better and more quickly to prepare those seeking business positions.
3. Development of a program to train those who unfortunately have attempted to find employment in an already overcrowded field.

Without doubt, in the country at large there should be an increase in the number who seek training for clerical and stenographic work. Since this undoubtedly will affect each community in a different way, the demand of a community or locality should

determine somewhat the extensiveness and comprehensiveness of the program. The

private business school will play no small part in the national defense program.

LOUIS A. RICE

Principal, The Packard School, New York, N. Y.

THE ANSWER to the question, "What Can Business Education Do That It Is Not Now Doing to Aid in the National Defense?" seems to be divisible into three distinct parts: (1) technical training for defense, (2) education for restoration to civil life, and (3) improvement of general training and information.

The scope of organization of national defense forces will determine the need for those in the first classification. Those of us who have had first-hand experience with military record keeping know that there is a whole field of correspondence techniques, personnel record making, accounting for supplies, and pay roll finance that must be made familiar to those who are to handle the vast amount of "office work" of the Army and Navy units.

In the World War, various camps conducted schools of training for the quartermaster corps and for personnel work. There were many other training classes for all sorts of mechanical work needed in equipment maintenance and operation, and even classes for training stenographers and typists for immediate service. Many of these activities could today be carried on in schools equipped for business training, either prior to the time such trainees are inducted into service under the National Conscription Act, thus avoiding necessity of boarding and lodging them at public expense, or after the trainees are in service, using the schools themselves as training centers.

The second classification of work would involve education for re-employment. During the last war, men in service received some such training through Y.M.C.A. and other classes and through co-operative arrangements with certain universities. The work was of a voluntary nature, and much of it was concerned with what we know as "Americanization" work.

Today, we are faced with a somewhat

different problem. The National Conscription Act provides that those now employed at the time of their induction shall, upon completion of their period of service and upon application to their former employers, be restored to their former positions "or to a position of like seniority, status, and pay unless the employer's circumstances have so changed as to make it impossible or unreasonable to do so." It is also specified that the applicant must have satisfactorily completed his period of training, and be "still qualified to perform the duties of such position." The Director of Selective Service is also required by the provisions of the act to establish a Personnel Division to aid in the re-employment or initial employment of such persons.

But business is not going to stand still in the year that these men will be out of it. Some provision should be made not only to keep alive whatever skills the men have developed before enlisting but also to give them new skills and new knowledges with which to make themselves more valuable than they were before. A considerable number of those going into training will be people who have never been employed regularly or at all—either because they could not obtain employment or because their school life had extended to the time of their induction into service. Such men will require training that will fit them to go into business or into industry upon the completion of their term of training. The consequences of their inability to be so absorbed are too dangerous to contemplate.

The third classification covers what is not necessarily a new function of business education but one that has been seriously neglected in the past. The bills for national preparedness and national defense are huge. They will have to be met out of taxes. The tax problem is already a serious one for many businesses, and the rising cost of tax-

ation is being passed on to consumers in the shape of rising prices for the necessities of life. A governmental agency has already been created to see that this increase is made in an equitable manner. The problems of taxation—which are principally economic—will need to be studied most thoroughly in any school curriculum beyond the elementary grades. Not only the social and economic significance of these taxes must be stressed, but the enormous amount of record keeping they will involve will produce further changes in our accounting procedure and change many practices of business as a result. Taxation may become a major subject in every curriculum that purports to prepare for life.

For the first of these areas, business-training institutions, as at present constituted, will probably play a small part unless definite training units are organized under government supervision within them. In the second area, any school or college near the training centers may participate if some co-operative arrangement is worked out. As for the third area, that is presumably a "must" in general education, in which business education must carry its full share of responsibility. Business educators stand ready to participate in all these activities.

JOHN N. GIVEN

*Supervisor of Commercial Education,
Los Angeles, California*

IT IS OBVIOUS that, as the defense industries expand, the demand for business workers will increase. The gains under this emergency program, however, may be offset by the decreasing opportunities for employment in those industries in which foreign markets have been cut off.

Business education has an important rôle to play. The tragic lesson to be learned from the defeat of France is still before us. Nations fall today, not because of the defeat of their own military, but because of the destruction of the morale of their people. Traitorous and subversive activities can flourish only to the extent that people are swayed by their emotions rather than by

their intellect. The lesson for us to learn is simple; its application, more difficult. We must practice as well as preach the democratic way of life. We must utilize every opportunity to cultivate in our youth the desire to approach all problems in a rational rather than in an emotional state. To that extent shall we become successful teachers in the year 1941.

BERNARD A. SHILT

*Supervisor of Secondary Commercial
Education, Buffalo, New York*

THE STRENGTHENING of our national defense means more than the production of a given quantity of war materials and the assembling and training of a certain number of men. It means the accomplishing of these things in a smooth, orderly way at the least possible cost. The carrying out of our national defense program on such a scale as proposed means a tremendous increase in government costs, and hence a need for greater economy and more efficiency than we have been in the habit of practicing.

Business educators should be leaders in finding ways in which educational efficiency may be increased. First, they should see that supplies and equipment of all kinds are conserved so that operating costs may be kept as low as possible and defense may be adequately supplied. Accurate inventories and careful planning should lead to a maximum use of all supplies and equipment. Business educators can co-operate with industry in scheduling purchases so as to interfere least with industrial production for defense purposes.

In communities where industries are concerned with the production of special materials for defense purposes, special classes may be organized for office workers of such industries, particularly in evening schools. For example, an advanced shorthand class that deals largely with the vocabulary common to the airplane industry may be provided in a community in which such an industry is located. Likewise, instruction in machine calculation could be given for certain specific types of work.

VIERLING KERSEY

Superintendent of Schools, Los Angeles

BUSINESS EDUCATION can do three things to strengthen national defense: (1) get the facts; (2) give intensive courses adapted to the rapid changes that will come; and (3) help to guard American ideals.

Get the Facts. Instead of rushing headlong into enlarged programs for training office workers for the defense industries, business education should first get the facts. What are the specific requirements for office workers in governmental departments and defense industries? How many office workers will be needed within certain periods? Can recent high school graduates fill the business positions vacated by drafted men? A plan for the continuous collection of these and other pertinent facts must be made.

Give Intensive Courses Adapted to the Rapid Changes That Will Come. Business education must try to keep step with the accelerated changes that come. Short-cut methods of selecting trainees, intensive courses, and increased placement activity will thus become necessary.

Help to Guard American Ideals. More important than any training program is the guarding of American ideals. The world has witnessed an exhibition of the efficacy of the methods of the dictators who are striving to gain control. Business education bears the responsibility, along with all other areas of education, of combating the activities of the emissaries of the dictators. Our efforts along these lines must be forceful. The dictators have clear, definite ideas; the ability to sell their purposes to their peoples; and the power to compel unity of action.

Subject matter may have to be subordinated to this chief purpose of education—the preservation of American democracy. It is possible, indeed, to instill American ideals into our pupils through the medium of the subject matter of business education, which is so closely tied with American life.

No matter what else is put aside, the preservation of democracy is the paramount issue in education today and the foundation of adequate national defense.

DR. HERBERT A. TONNE

*Professor of Commercial Education,
New York University*

NO AMERICAN aware of the implications of events during the last few months could quarrel in any way with the educational program suggested by the Educational Policies Commission.

It seems to me that the Commission clearly outlines the problem of business education in the next few years. We need to eliminate waste and traditionalism in business education. We need to emphasize consumer competency, for inevitably a huge outlay for defense will result in higher prices with wages lagging. This means that individuals must be even more careful in their selection of goods and that greater care must be taken in the selection of items to be consumed.

Most important, it seems to me, we must stop talking about general vocational education. We shall need specifically trained workers. People who assume that the shortage will be limited to those engaged in industrial and mechanical occupations are, indeed, shortsighted. In the process of harnessing our present industrial machine to military purposes, it will be necessary to set up a much more adequate business organization than we have at present. This will mean more clerical work, more record keeping, more communication, rather than less.

Coupled with this, there will be a higher rate of turnover, for many young men will be taken from clerical work for Army service, and many others will be shifted to industrial occupations. This will greatly increase the demand for competent and specifically trained workers. The day when the generally trained office worker was at a premium as compared to the specifically trained worker is temporarily, at least, gone. Therefore, in our schools we need to make our vocational training specific; and, secondly, we

must not permit it to be relegated to sidelines in favor of general mechanical training, for no industrial expansion can be harnessed to our new objectives without competent organization to make it effective.

CECIL PUCKETT

Head of Business Education Department, University of Denver

THERE IS MUCH the public schools in general can do through visual education, dramatization, student participation, and extracurricular activities to instill into school children the need of a defense program. More can be done in some types of classes than in others.

The aims and objectives of business education can be changed little to meet the new demands upon the public schools, but teachers themselves can contribute greatly without sacrificing the present aims and objectives of the classes. Teachers of business must find the proper places and proper time to work this most important factor into the program of classes.

For the most part, educators are in agreement as to the needs. Ways and means of attaining desirable outcomes will be dependent greatly upon local situations planned and organized through the efforts of the school administration. The challenge is at hand, and business education will co-operate in finding some way of doing its share in meeting it.

B. F. WILLIAMS

President, National Commercial Teachers Federation

VERY LITTLE speculation is necessary on this question. Business education was tried out on every point during the first World War.

Today, this country is not at war; but it is engaged in preparation for war, and conditions call for intelligent executive service on the part of both men and women. One of the most important phases of war, or preparation for war, is the business side of the undertaking. Every depart-

ment of the Government calls for additional clerical help of all kinds.

Service to civilian business and industry at a time like this is a special need—facilitating service—the service that holds the fabric of production and distribution together. This kind of service is provided most effectively by a trained personnel. Inasmuch as industry, business, and the Federal Government are all in need of more and better-trained office workers, one of the services the schools can render is that of preparing quickly an adequate number of well-trained workers for the national emergency.

Inasmuch as business training is fundamental training in accuracy, thoroughness, deftness, dependability, aggressiveness, industry, and clear thinking, the business course is in a position to make an important contribution to the stability of civilian population just as definitely as it prepares Federal employees for their part in the present crisis.

The answer seems to be that business education can render its greatest service by extending the scope of its influence and emphasizing all phases of training in its field and co-operating with the Government, industry, and business as emergencies may exist or may arise.

CLYDE B. EDGEWORTH

Supervisor of Commercial Education, Baltimore, Maryland

THIS QUESTION is undoubtedly giving us great concern, for all of us are anxious to do what we can to contribute to the national defense. There are, of course, many things we cannot do; but there is one thing we all can do, and that is to give commercial training. Several questions must be answered satisfactorily, however, before we hurry into any training program that, at best, may be only half-baked. Has the slack of unemployment been taken up in the clerical field? Will there be employment opportunities for those now in training? Will there be a great need for clerical workers far beyond what we can at present foresee?

We should have our plans thoroughly worked out, so that if and when these questions are answered in the affirmative, we shall be ready to put our plans into operation. These plans should include short, intensive courses in general clerical work, machine operation, and stenographic training for advanced pupils and high school graduates.

If there should be need for such a program, there is no reason why our school buildings and commercial equipment cannot be used after school hours, just as school shops are now being used under the national defense training program. I do not believe that such a commercial training program should compete with unemployed clerical workers or those now in training. I also believe that special training for the emergency should be at Government expense.

We should put more effort into our present training and try harder to arouse enthusiasm among the pupils to achieve higher employment standards, so that our country may be better served.

I also believe that no one should be admitted to such special courses unless he can profit from the training.

HERBERT T. HENDERSON

*Director of Business Education,
Easton, Pennsylvania*

IT SEEKS TO ME that business teachers need now to give added attention to guidance in business education. They must be aware of and actively engaged in all five phases of a well-rounded guidance program in business education—the presentation of educational and vocational opportunities in the field, the selection and training of suitable candidates, the placement of initial workers, the follow-up of these placements, and the rehabilitation of certain workers.

Our task, as business teachers, in the preparation of America for the common defense does not end with the vocational aspect as realized through the proper training and placement of individuals in business and industry. The Commission urges

that "occupational education, wherever possible, should be accompanied by a definite program looking toward the development of civic and economic responsibility and understanding among those receiving the education." Herein lie the call and the challenge for the thorough integration of the so-called social-business subjects throughout the secondary period of training in business education.

Let us, as business educators, answer the challenge of the Educational Policies Commission and be resolved not to "continue in the well-worn paths of accustomed practice," but rather "come to grips with the needs of the hour" and direct our "resources to the task of increasing the civic understanding, the loyalties, and the intellectual competence" of the hundreds of thousands of business students under our direction.

W. ROBERT FARNSWORTH

*Director of Commercial Education,
Ithaca, New York*

OBVIOUSLY, THIS is a rather broad subject. Some specific idea of values may indicate new ways in which business education can meet the emergency.

1. Our objective should be to inculcate in our students a clear understanding of the part the entire field of business is playing in the defense program. A study should be made of our particular community as it relates to the whole problem of national defense in terms of commercial occupations.

2. The advent of new occupational opportunities, with new and added duties to be performed in these new occupations with the Government and with "stepped up" industries, should call for increased knowledge of this changing pattern by instructors and all those responsible for training in this field.

3. Some central body of commercial educators should investigate the vocational (clerical) possibilities in the expanding field of government. A report of findings should be made available to schools throughout the country, to preclude the possibility of over- or underemphasis.

4. Our adult-education program should be stepped up to meet the hiring requirements of beginning and advanced positions.

5. Such subjects as economic geography and those dealing with distribution should be given greater emphasis.

6. The opportunities in the stenographic and clerical occupations should not be exaggerated, but the shifting and more exacting standards should be met with an eye to the ephemeral character of "boom" demands for workers in this field.

DR. BENJAMIN R. HAYNES

*Professor of Business Education,
The University of Tennessee*

THE ANSWER to the question, "What can business education do to aid in strengthening our national defense?" is a complex one, extending in many and diverse directions.

The problems presented in this article are restricted to those that it is believed confront business teachers. In order to facilitate their treatment, they are presented as questions:

1. What changes in the basic philosophy of business education should be made?

2. In certain fields—for example, engineering and aviation—the present war has demonstrated that much of what was considered "modern" only a year ago has become obsolete due to new methods, new devices, and new equipment. What changes should be made, not only in the placement of business subjects in the curriculum, but in the actual subject-matter content?

3. How can business teachers work with business and industry in attempting to replace, for the duration of the present emergency, those office workers who must assume other responsibilities? These replacements must be made so as to cause a minimum of loss in production, from both the personnel and the production points of view.

4. What can business teachers do to expedite the defense program directly? To be specific, how can we co-operate with national, state, and local officials in supplying workers? Probably many more of our students will be presenting themselves for

Civil Service examinations than ever before.

5. How can we articulate our efforts with teachers in other formal training areas?

6. What can we, ourselves, do to be of assistance in strengthening our national defense? Many teachers will leave the classrooms to assume direct responsibility in our armed forces, while others will be assigned to other defense agencies. Moreover, there will probably be a definite need for the services of other teachers in assuming responsibilities somewhat removed from the "first line of defense," for example, in carrying on research that may be requested by some governmental agency. Therefore, it will be necessary to replace these teachers, either by calling back to service teachers who are now in other lines of work or by establishing an emergency teacher-training program in business education.

Naturally, this list is not complete, but the questions have been presented as challenges. These questions will suggest others; their solution must be made as expeditiously and correctly as is humanly possible. I am certain that, as business teachers, we all admit we can be of considerable service in helping our nation in the present crisis.

ERNEST A. ZELLIOT

*Director of Business Education,
Des Moines, Iowa*

IN A NATIONAL emergency, one of the immediate concerns in business education should be to meet any increased demands for trained business workers that may result from a speeding up of business and industrial activities, and to supply substitutes to fill positions held by men called for military and rehabilitation service.

During 1915-1918, many schools felt it wise to institute intensive courses to prepare competent record keepers, stenographers, office machine operators, general clerks, and other types of business assistants more rapidly. This is only one phase of the problem, however.

Business education must be equally concerned with the development of the atti-

tudes and ideals that should govern in business, and with the promotion of a better understanding of the nature and function of business as a predominant factor in the social order. There can be no permanent peace and prosperity except as there may be an exchange of goods and services to the mutual advantage of all concerned—among individuals, among sections and regions, and among nations. In a democracy, this can be brought about only as a majority of citizens understand and are willing to support a program to this end.

DR. MCKEE FISK

Head, Department of Secretarial Science, Woman's College, University of North Carolina, Greensboro

BUSINESS EDUCATION, in common with all other specialized fields of education, must, of course, direct its energy to some extent toward meeting the national crisis that has developed since last spring. In many specific defense activities, business education cannot aid directly; but, in line with the goal of the President for "total defense," business education can and must contribute in at least three ways:

1. *Democracy can be made a living reality in the classroom.* Too often teachers consider themselves the sole determiners—dictators, if you will—of the destiny of pupils while they are in the classroom and in all matters concerning their particular subject. Democracy entails many things. Foremost among these is a sense of personal responsibility. As in other respects, children learn responsibility by accepting responsibility. Democracy also requires people to work together—not for the teacher. Contrasts of democratic and totalitarian procedures may be easily introduced into the class discussion and other study materials. Where is it possible better to contrast the two systems to the advantage of the democratic one than in such matters as vocational choice, consumer choice, wage and living conditions, and similar matters? Many activities readily may

be called to mind in which democratic procedures can be introduced in the classroom. In this connection it should be remembered that people learn by doing.

2. *Business education can continue to stress economic intelligence even more markedly than in the past.* The need for learning materials that will result in clearer economic understanding becomes more important as the economic issues involved in the present conflict become apparent. Correlative with general economic understanding is the matter of more intensive effort in the education of consumers. It surely is not part of "total defense" to allow some interests to profit in this emergency at the expense of others. Profiteering is, of course, excellent fifth-column technique, too, because it creates discontent among the masses by taking advantage of either their distress or patriotic motives. One of the strongest defenses against profiteering is an intelligent and understanding consumer group.

3. *Business education can adapt its vocational procedure to preparation of those not eligible for military service, or needed in so-called "essential" industry.* This will mean more intensive preparation, short-unit and rehabilitation courses, as well as a new emphasis on selection and placement. Great adaptability will have to be sought among those engaged in vocational training. Public schools will have to be willing to make adjustments in their programs to allow pupils to enter upon employment as soon as they are ready instead of at the end of the course or some other arbitrary time.

Other suggestions might easily be made to indicate how, in a specific way, business education can contribute to the national emergency. This, however, is sufficient to indicate the type of activity in which business education can contribute specifically and effectively. In addition, business education must contribute in a general way, in the same manner as all other subject-matter fields. Assuredly, the interest and patriotism of business teachers warrant concerted action in co-operation with all other phases of education in this vital matter.

CLARISSA HILLS

*Supervisor of Commercial Education,
Johnstown, Pennsylvania*

IT IS MY BELIEF that all business educators should and will indorse wholeheartedly the statements made by the Educational Policies Commission. Personally, I congratulate the Commission upon its statement on Education and the Defense of American Democracy. As a teacher in our United States of America, I am proud that education has issued that statement; and I gladly pledge my co-operation.

I believe that it behooves us to analyze carefully the Educational Policies Commission's statement, thinking it through in the light of the application of its aims to our business subjects. My pulse quickens as I realize how very practically these aims apply, and how urgent is our responsibility to carry them out in our business classes! We always have done what seemed our best, but present-day needs are calling us to make our best better!

As the military front of our country with its background of industrial expansion is enlarged, the demand for records, and for vocal and written communication, multiplies, with the result that office organization must expand. For the most part, the additional people employed will be drawn from our business-trained students. Are we teaching in English, in bookkeeping, in shorthand, in typewriting, that which will best meet the immediate need?

Learning on the job and by trial and error will be too costly. Those students who go to college have additional opportunity to study economics for understanding; but what of our youngsters stepping from high school into business offices? Immature though they may be, these boys and girls are likely to move rapidly into situations requiring responsibility and judgment, as the personnel above them move into broader fields because of experience. Are we sending forth skilled young machines or understanding co-operators who recognize the problems that confront our country?

Of course, we always have the moral aspect with us, but we recognize it as a greater

responsibility than ever in these difficult times. If we are to be on guard against internal conditions that threaten our national unity, is it not the duty of the business teacher to be a little more sure than usual that his teachings have outweighed possible home or other influences of radicalism and discontent, before he recommends this or that student as an office assistant?

In answer to the question, "What can business education do that it is not now doing to aid in strengthening our national defense?" my opinion is that we can be alert to the needs of the employers of our community and give them even greater co-operation than we now give. On the shoulders of placement bureaus and teachers must rest greater responsibility for a knowledge of the background and influences that may be brought to bear upon the students whom we send to confidential, inside positions in the offices of business.

We must be alert, keep our fingers more closely than ever on the pulse of business in our own communities, and be ever ready to change our plans, change even the subject matter that we teach, as the need arises.

RAYMOND C. GOODFELLOW

*Director of Business Education,
Newark, New Jersey*

MORE YOUNG MEN should be encouraged to elect secretarial work in order that they may be fully qualified to enter the service as sergeant-majors in the Army or chief yeomen in the Navy. Our entire military program is in the process of construction, and from two to five years will be required to carry out the present plans. Therefore, young men should be encouraged to elect at this time the kind of work that business departments can give, in order to meet the demands of the Army two to five years hence.

A more thorough course in citizenship should be developed in the schools than has been the policy in the past. I believe that this should be introduced in connection with junior business training in the ninth year and expanded in business courses each year until graduation.

DAVID J. BARON

*Head, Commercial Department,
Abraham Lincoln Junior High School,
Rockford, Illinois*

INDUSTRY AND GOVERNMENT already are experiencing a deficiency of workers equipped to perform competently duties emanating from the national defense program. It is imperative that those engaged in the field of commercial education disseminate their knowledge concerning this significant phase of the defense program.

Responsibility for a more adequate understanding of human relationships has filtered into all phases of education endeavor. Throughout the nation, commercial educators will accept their share of this responsibility and continue to develop those traits that are deemed necessary to the stabilization of morale and the adequate fulfillment of obligations toward fellow men.

The Federal Government will continue to administer civil service examinations for junior clerks, typists, statisticians, and Mimeograph operators. Students should be apprised of these avenues of employment that will enable them to lend their assistance in the present crisis.

A gigantic amount of statistical records will be essential to the defense program both in government and private enterprises. One large airplane manufacturer on the West Coast advertised for an entire week in all local newspapers in an attempt to obtain adequately trained Hollerith card punch operators. This instance merely reflects what type of work will later evolve on an enormous scale.

Girls should be encouraged to equip themselves to assume, at least temporarily, the office duties of young men who may be withdrawn from business. The experience these girls will receive while performing such tasks should prove of intrinsic value in procuring future permanent office positions.

Young men should also be prepared for the positions in which male workers are required because of the type of work, the organization, or the policy of the concern.

Even more significant is the preparation of men of draft age to assume business du-

ties of a nature that will insure the smooth functioning of the entire military machine. Their contributions will truly be worth while.

Recreational programs must receive proper publicity. The publication of unit periodicals will afford self-expression to the individual and assist him in the realization that his entity has not been absorbed by the huge organization.

DR. HARL R. DOUGLASS

*Director, College of Education,
University of Colorado*

IT SHOULD BE quite clear that, whether or not the next few years bring war to us in the United States, we shall enter—we have already entered—upon a new epoch in our history, an epoch that will call for many thoroughgoing adjustments in American life. The opportunities and the responsibilities for business education to make important contributions to the welfare of the country in this period of reorganization are much greater than most of us have yet realized. We should make every effort to think through clearly what the next few years will bring and what needs to be done in the schools and through business education.

Men and women will be removed from their normal industrial and business occupations and put to work in direct defense activities—in military service or in auxiliary manufacturing and business activities. There must stand ready those who must take over their work. In addition, a reduction of unemployment and a type of artificial business inflation are certain to result. This situation will also call for adjustments for which we must be ready.

We must do more and different things. I do know there is a great opportunity and a heavy responsibility. I do know we must move fast. I do know we must do some very painstaking and sound planning at once. The ablest leaders in business education, together with a few first-class experts in economics and a few in general education, should immediately go into a huddle and think some of these things through.

CLYDE I. BLANCHARD

PROBABLY ONE of the surest ways to answer in specific terms the question, "What can business education do that it is not now doing to aid in strengthening our national defense?" is to apply the question to each of the subjects included in our business-education training. This plan will at least encourage teachers to participate in the defense program at once while awaiting a broader and more complete plan.

Here are some concrete suggestions regarding each subject. I make no claim whatsoever for the originality of these suggestions.

Junior Business Training. This course, regardless of its title, has for its major objectives information, exploration, guidance, and personal use. In this course, we attempt to give the pupil a citizen's understanding of how business functions to supply the wants and needs of man. Each teacher of this subject, therefore, should place squarely before his pupils the wants and needs of man in 1940 and 1941. The teacher will find that, when these wants and needs and the best ways in which to meet them are viewed in the light of our national defense, they take on new meaning and require an emphasis not given them thus far. Specifically, those sections in the course dealing with our financial life, with communication, with travel and transportation, and with buying and selling should be high-lighted by our Government activities.

Business Mathematics. Mathematics plays a far greater part in national defense than the average citizen knows. Both the United States Army and the Navy maintain a staff of mathematicians working steadily on range tables and the mathematical problems concerning antiaircraft fire, bomb fighting, and many other activities. Mathematicians are also serving their country in the making and deciphering of codes. Statistics, too, play a vital part in our defense program.

Bookkeeping and Accounting. Increased taxes leave less money to spend on personal needs. The necessity of a wider and more intelligent use of a personal budget becomes evident. Government regulations will

require the keeping of bookkeeping records by many individuals who have never before kept them. The increase in business records calls for the maximum utilization of time- and labor-saving record-keeping machinery. Bookkeeping teachers will do well to study new governmental installations and governmental record forms that will be used during this period of defense preparation.

Since the average citizen is contributing in increasing amounts to the upkeep of government, why shouldn't our bookkeeping students be given an opportunity to become better acquainted with one of the costly features of government operation, the keeping of records? It might be that out of these "defense" bookkeeping classes will come some efficiency experts who will make a great saving in the cost of governmental records.

Typewriting. The subject matter used for typewriting speed tests is pretty well standardized today. This standardization, of course, has been valuable, but why not let it go by the board for a year or two and substitute for many of our typewriting tests some subject matter that has great defense value because of its patriotic content? The typing of this material would assist greatly in accomplishing one of the major objectives of our defense program. These typed copies could also be passed on to those students in the school who do not take typewriting, so that they, too, might benefit from reading the material selected.

Shorthand. Similar suggestions may be made for shorthand. Many of the articles now contained in dictation books, although they were selected with great care to accomplish certain desired purposes in normal times, might well be omitted during this emergency, and articles on patriotism, on our defense needs, and on other pertinent subjects dictated in their place.

Economic Geography. This course takes on added importance when viewed in the light of our defense program. High school students should be made aware of the effect of the international situation upon those products essential to our defense. Each one of them should be convinced of the need for constant conservation of our natural

resources. They should know in considerable detail what these resources are, where they are, and how they can best be conserved.

Map making is a specific preparedness activity that can be brought into the geography classroom with considerable benefit to the local community as well as to the nation at large. This activity should be entered upon immediately after consultation with the members of the local defense program committee.

Office Training. Many worth-while organizations staffed with volunteer workers are struggling to do a much-needed job without adequate stenographic and other office assistance. Among these are refugee committees and the American Red Cross. Each commercial department should be able to point with pride to representation on these committees through the membership of office-practice classes.

Space does not permit my treating the other subjects in a similar manner. Teachers of those subjects, however, will have little difficulty in thinking of ways in which they can change or adapt the content of their course along the lines I have indicated for the other courses.

None of the activities suggested need, in any way, lower necessary standards in skill accomplishment. In fact, the added interest of the new subject matter and the importance of the new activity may well increase student achievement in every one of the skill subjects.

The effect upon the teacher who pursues this program will also be most beneficial. He, too, will attain a new level of achievement.

V. R. ALBERSTETT

*Supervisor of Commercial Studies,
Toledo, Ohio*

IT WOULD SEEM that we, as workers in this field, play one of the most important roles, if not the most important role in the present-day drama. It will be recalled that the report entitled "Education and the Defense of American Democracy" emphasizes the fact that "the imperatives of national defense are military, economic, and moral."

Is it not true that the other two depend directly upon the success of the economic imperative in a democratic form of government?

We are told in the study of economics that the most powerful driving force of humanity is the effort to make a living—to satisfy human wants. This does not imply merely the opportunity to make money, which is perhaps the least important phase of making a living, when considering the happiness of the individual and his value to society. Unless a worker is happy in his field of activity and enjoys a reasonable degree of economic security, there will be a little incentive for him to fight in order to protect the present conditions. Also, his moral defense will be weak because he lacks the "deep loyalties and devotion" that are given in the above-mentioned report as requirements.

This is the place where those engaged in business education enter the picture. We should make every effort to guide young people into their proper field, whether it is the business field or some other one. Then it should be our aim to provide those in the business field with the type of training that will best prepare them to hold a position successfully.

More young people than ever before are depending upon their high school training to enable them to make a living. They leave high school with the ambition to get started in a job, to marry, and to have a home of their own. If they are thwarted in this ambition, they become discouraged and cynical—attitudes that are not conducive to a strong national defense. A recent play, "The American Way," dramatizes the effects of such a mental attitude much better than words can describe it.

We, as business educators, cannot escape the responsibility of making every effort to determine what kind of training will best prepare our students to make a successful and happy living. This demands that we must have more frequent and intelligent contacts with the future employers of our students. Perhaps we are making some effort in this direction, but it is highly urgent that we increase our efforts.

DR. VERNAL H. CARMICHAEL

*President, N.E.A. Department of
Business Education*

AS THIS NATION prepares to defend itself against aggression, the wheels of industry will be set in motion. Capital and labor will be expected to co-operate. Natural resources will need to be conserved. Economic illiteracy will need to be banished. Economic efficiency will need to be acquired.

In view of the defense program, it will be necessary for business education to introduce a new emphasis at many points in its program. The needs of the people who present themselves for training must be met. It should not be necessary for the government to create new units outside the schools to give the kind of education that is needed; that is what it will do, if the present organizations do not meet the challenge. Some changes will have to be made in materials and procedures. It may be necessary to "weed out" some of the subject matter which is now being used and to insert in its place a great deal of new functional subject matter. It is likely that new methods of presentation may need to be introduced. Of course, a great deal of research will need to be employed in accumulating the kinds of subject matter that are needed and in arriving at the types of methods that should be used.

This is not the time to sit idly by. Things are happening. Already, the government and industry are calling for skilled and unskilled workers who will be able to help make the wheels of industry run smoothly and efficiently.

Business educators should plan ways and means of adapting their programs to the needs of the young people who are enrolling in the schools at this time. Leaders should exchange points of view through the various journals and magazines. Conventions should provide sessions for discussion of the problems that are presented because of the defense program. Curriculum committees should give consideration to the needs of the pupils as they plan their re-organization.

PAUL L. SALSGIVER

*President, National Association of
Business Teacher-Training
Institutions*

BUSINESS EDUCATION has certain unusual responsibilities to discharge as its part in our national defense program.

First of all, we must realize in preparing for national defense that our program does not consist exclusively of materialistic endeavors. Our national safety depends almost as much upon the vitality of our faith in the democratic way of life as it does upon our ability to produce the implements of war and to train the personnel to use them.

Both by precept and example, business education teachers must reflect their faith in our democratic ideals. In other words, business education can play its part along with other types of education in helping to establish those work habits, attitudes, and ideals so necessary to good citizenship in times of national emergency. Our program of social-business subjects provides a fruitful source of educative material for this purpose.

Undoubtedly, we should re-examine our objectives in these courses in the light of changing world conditions. All of us may be certain that numerous occasions will arise in the teaching of various aspects of these courses when increasing attention will be directed toward the social, political, and ethical implications of the subject matter.

In so far as our vocational business-training program is concerned, no one is able to anticipate in any detail what occupational changes will be brought about in our field. Those who are in business will have to decide how business and industry should be adapted to changing conditions in our national life. We in business education must be increasingly alert to discover newer demands and requirements for trained employees. For the present, we should redouble our efforts to develop more effective training programs in store and office occupations.

It is especially important at this time to re-evaluate our programs of guidance and placement. Students must be more carefully

guided and trained for existing occupational demands. Schools should take the initiative in seeking the co-operation of business in the training and placement of their students.

Finally, the possibility of developing vocational business-training programs for those who will be drafted into military service may seriously be considered. In peace-time, it is not likely that all the waking hours of those in military service will be engaged in strictly militaristic activities. Both preparatory and extension types of vocational training could be set up in many occupational fields, including business. Such educational programs should be inaugurated so that young men may better be prepared for occupational life and useful citizenship after the completion of their terms of military service.

JACK MILLIGAN

*Chief of Business Education Division,
Michigan State Board of Control
for Vocational Education*

TO ANSWER your question "What can business education do, that it is not now doing, to aid in strengthening our national defense?" is rather difficult. Specifically the answer lies within two areas:

1. What can business education do to meet the present emergency?
2. What can business education do so that in the future national defense crises like the present one will not be so critical?

I believe the answer to the first is one that can be secured only from business itself. Perhaps there are some training needs in business that must be met *immediately* if the wheels of defense are to move smoothly. I don't believe business educators themselves can determine these needs. I would suggest, though, that the one and only satisfactory method is for business educators to meet with representatives of national business associations, industry, office management and the like to determine what, in view of the vast increase in production activities, must be done to supply business with trained personnel to facilitate the movement of the increased amount of records which will be involved.

Let's have some unbiased organization call together a group of business educators and business men to determine clearly what the needs of business are and plan a definite program so that business education can supply these needs.

The answer to the second problem is more fundamental. It is daily becoming more apparent that defense begins at home. Defense is not only a matter of defending our country against invaders from the outside, but it is also concerned with the problem of building up the morale of our citizens. After all this country's best defense is the realization by its citizens that the principles of democracy upon which this country is founded are sound, and the willingness on the part of these citizens to defend these principles against all attacks.

In my opinion individuals are only willing to do this if they are satisfied that they have every opportunity to take their rightful place in our social and economic society.

All education has its part to play in this problem, but it is up to each area of education to determine for itself what particular part it must take in the entire picture.

What is business education's part? We all have our own ideas, but business education as a whole has not yet come to any sort of agreement.

I would suggest, therefore, that now is the time for business education to put its own house in order. Business education needs, above all things, to determine for itself clear-cut policies and objectives which can be agreed to by all straight-thinking business educators.

Business education needs more and more to turn its attention towards its product. If youth, through our public schools, are enabled to take their rightful place in society, then that same youth will be more than willing to defend all our rights when the crisis arises.

Let's arrive at a clear-cut, decisive, statement of objectives which can be agreed to by all interests concerned; and then let's plan our educational programs so that these objectives will be met.

DR. PAUL S. LOMAX

Chairman, Department of Business Education, New York University

IF WE ASSUME that business education is actually an integral part of the entire American educational program, and hence the basic problems of the one are those of the other, then business teachers have a great and a serious responsibility to discharge.

On the vocational side of business education, at least two things require urgent attention and strengthening:

1. In the occupational guidance of secondary-school youth, we need to give full consideration to the wide range of occupations required in carrying on the vast military establishment of this country—on land, on the sea, and in the air. In general, the occupational pursuits needed in maintaining a nonmilitary society are much the same as those required in a military organization. The military arms, obviously, must be supported by a most efficient business organization and management. Even a company of soldiers has its "office" organization.

Consequently, youths should become thoroughly conversant with the multitude of occupational and other services that are essential in maintaining a powerful national military and civilian defense. For those youths who are interested in a business career, a reasonable continuity can be maintained between the business education of the schools and the subsequent business experience in military service and civilian life.

We must strive to avoid serious breaks in the education and occupational careers of young men while they are in the military service of their nation, particularly while the country remains at peace. Even in a war period, such continuity should be sought as much as possible in order to facilitate the most difficult problems of rehabilitation following that period. We recall the vast problems that faced the Federal Government in this matter after the first World War.

2. In support of such a program of occupational guidance of youths, inclusive of both the military life and the civilian life, business teachers, along with all other groups

of school teachers and officials, need to recondition their occupational information and thinking. It is a highly important responsibility to direct young people most intelligently and helpfully through the critical periods of acquiring occupational information, occupational choices and rechoices, occupational preparation, occupational placements in relation to both the military and civilian situations, and then the inevitable occupational adjustment training that will result from present and impending world disorders.

On the consumer and economic side of business education, business teachers have a most vital contribution to make through our schools in helping victoriously to defend our democratic way of living and achievement as opposed to the totalitarian way of death and destruction. To accomplish this result, teachers must strive to rid our consumer and economic education of all vicious "anti" attitudes. Teachers must help to achieve a common unity of purpose and service in all phases of our economic life, both productive and consumptive, in this gigantic struggle to perpetuate a democratic society—a struggle that seems to be just beginning and that promises to be long, most trying, but, nevertheless, most challenging to strong and heroic men and women.

Finally, business teachers should help lead the way in a revival of study of the true meaning of the ideals of democracy as they have evolved in our national life from early Colonial days. Through such a study, all our more than 130,000,000 people, young and old, should relive the long and hard struggles of our great Americans in establishing and maintaining to our own day these ideals of man's best self-realization in individual and social life. Through this reliving there should emerge a deep sense of devotion and an eager willingness to serve and sacrifice triumphantly in whatever Valley Forge experiences our nation will be obliged to pass through.

May American Education Week, to be observed November 10 to 16, and to be given to a consideration of "Education for the Common Defense," prove a powerful means of rededicating our minds, hearts, and souls to the cause of democracy.

RAY ABRAMS

*Principal, Joseph A. Maybin School for
Graduates, New Orleans*

IF AMERICAN DEMOCRACY is to survive this world crisis, the ideals and values for which our form of government stands must be preserved and nurtured through the youth of our nation.

Here, then, is the obligation of the schools—to give students the convictions and understanding that will provide them with a cause by which they may live and, if need be, die, so that democracy itself with all that it represents may be bequeathed to the generations of the future.

Schools must recognize the fact that the outworn patterns of traditional school routine are in the discard. In the recognition of the need for a new educational program, commercial schools must be prepared to function so that they may satisfy the demands of the situation that business faces.

Within a few months, selected men from every office will be called to the colors. Those whom the school will send to fill the vacancies must have clerical skills developed to such a degree that business will not feel too keenly the temporary loss of the experienced clerks and employees. These replacements must have an accumulation of knowledge and business information that will evidence their possession of mature points of view.

If it were possible for the schools to know where vacancies will occur in business, what specific skills and practices will be in demand, how many workers will be required to fit the needs of business, definite plans could be made to meet the situation that is so fast approaching.

The teaching of informational and content subjects now included in the commercial curriculum must undergo a change. Today, subjects such as economic and commercial geography assume new importance, for in them we see the basis for an understanding of an international point of view. The subject matter for their teaching must be gathered not alone from texts and maps but from the daily papers. The method of instruction must be planned to instill new re-

spect and love for fair play, liberty, and freedom, which spell Democracy.

Preparation becomes the task of the commercial schools if they would play their part in our nation's plans to "make America strong and keep America free."

HARVEY A. ANDRUSS

*Dean of Instruction, State Teachers
College, Bloomsburg, Pennsylvania*

WITH THE DEPRESSION, we developed an apologetic philosophy around a nebulous thing called "social values." With the outbreak of the European war and the subsequent military preparation now being made by our country, there will be an increasing demand for people who can do things, rather than talk about doing them. We are returning to a period when the practical nature of business education should be stressed. Our facilities for communication and record keeping must be as efficiently handled in our offices and stores as the machine gun is handled by its crew of citizen soldiers.

The renaissance of business education is at hand. An education for this field will grow with the expansion of our military and navy preparation. A heavy responsibility, therefore, rests on the teachers of business subjects to train young people to the maximum of efficiency, otherwise the machinery of business will not play its important part in the production of those machines that at this time seem to be as important as man power itself.

The airplane and the tank cannot be manufactured, and the oil to propel them cannot be produced, unless business is efficient. With the expansion of business, there will be an increasing demand for young people trained in the commercial departments of our high schools. In time of unemployment, our product was not tested, since students never enjoyed an opportunity to work on real jobs, but now high school graduates and their ability to function in business will be scrutinized carefully.

Let us measure up to this increasing responsibility!

EARL P. STRONG
*Head of the Department of Business
Education, District of Columbia
Public Schools, Washington,
D. C.*

BUSINESS EDUCATION can undoubtedly play a large part in our national defense program. As production gets into high gear during the coming months, indications point to an increased need for well-trained office workers. Business is throwing out a challenge to those who are now being trained as office workers and to those teachers preparing students to meet vocational proficiency standards.

As industry is "stepped up," so can schools perform their part in the national emergency by intensifying the subject matter that is taught the students and by broadening the course offerings to include those areas of training that are essential to a

national defense program. Time in a national emergency is exceedingly valuable, and teachers will need to utilize every minute in the classroom in the teaching of usable knowledges and skills.

Already in Washington there is an increased demand for good stenographers, skilled office-machines operators, competent typists, and dependable clerical workers. There would seem to be no better place from which to obtain such workers than from the public and private schools that profess to offer such training in their business curriculums, provided the students who have completed such courses can do what they were trained to do. Therefore, let us turn to the needs and the opportunities that face our students and gear our teaching of business subjects to meet the demands of business squarely. By so doing, business education can make its contribution to our national defense.

Hallmarks of Democratic Education

1. Democratic education has as its central purpose the welfare of all the people.
2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through study.
4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.
5. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.
6. Democratic education uses democratic methods, in classroom, administration, and student activities.
7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.
8. Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.
9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.
10. Democratic education liberates and uses the intelligence of all.
11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.
12. Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to service in a great cause.

—From "*Learning the Ways of Democracy: A Case Book of Civic Education*,"
by The Educational Policies Commission.



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Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

How We Saved Pandora's Life

By WESTINGHOUSE

IF you have been one of the millions of visitors to the New York World's Fair, you know that Pandora is the name^o of the cute Panda playing such a star role at the Exposition.

Spectators who crowded around her cage little^o realized that if it hadn't been for the quick action and resourcefulness of our air-conditioning^o engineers they might never have seen this rare animal that was brought all the way from the Himalayan Mountains.

While^o recognizing that there was quite a bit of difference between the climate of Pandora's home land and that of^o Flushing Meadows, those in charge hoped that she could adjust herself to the change. But she just couldn't.

What happened was that^o she refused to eat or perform; and it became quite evident that she would probably die unless something was^o done about the weather in a hurry.

With no time to lose, our air-conditioning engineers were called in and^o asked to duplicate the cool, stimulating climate of Pandora's native habitat. So well did they succeed^o that immediately she started to perk up, and in no time was her playful self, keeping the crowd in uproar^o with her antics.

This is just one of the hundreds of air-conditioning problems that have been put up to our^o engineers. Generally, when a person thinks of air conditioning he thinks of it in terms of making a home^o more comfortable, or of seeking escape from summer heat in a restaurant, store, or theater.

And yet beyond^o these now commonly accepted uses you'd be surprised to learn what a varied rôle air conditioning is^o playing in industry.

Taking just a few examples at random, we are reminded of the way our equipment^o helped a pharmaceutical house to step up the manufacture of pills and tablets; of how we aided^o another laboratory to hasten the cooling of creams and salves for quicker packing. Or take rayon, for^o example—its manufacture would be almost im-

possible if it were not for the part air conditioning plays^o in the drying of the fibres. Air travel, too, is a lot safer because flying instruments are now calibrated^o more accurately in air-conditioned rooms.

Naturally, to produce air conditioning for such a^o wide variety of applications requires engineering skill of the highest order, plus a range of^o equipment which extends in our case from a small self-contained home unit to a 100-ton compressor.

With such^o equipment now available, air conditioning is rapidly fulfilling its promise of becoming one^o of America's leading industries. (467)

[Only the 28 italicized words are beyond the vocabulary of the first eight chapters of the Manual.]

SUCCESS is nothing but a good idea coupled with hard work. (11)—Balzac

MEN who desire to acquire new ideas, who are hungry for growth, will get what they desire and in just the measure^o of that desire. The supply of all good things is unlimited. We can get all that belongs to us. A strong, steady,^o persistent desire will eventually create conditions which will bring about the delivery to^o us of whatever it is we need for the successful accomplishment of the useful work we have set ourselves^o to do (81) —Mergenthaler's "Shining Lines."

Know Your Money

By Frank J. Wilson

Chief, United States Secret Service, Washington

ACCORDING to the United States Penal Code, whoever has knowledge of the commission of a crime (felony)^o and does not make it known to the authorities shall be fined not more than \$500 or imprisoned^o not more than three years or both.

Section two hundred eighty-six states that all counterfeits of obligations of the United States or foreign governments must be surrendered to authorized Agents of the Treasury Department.¹⁰ Anyone who has the custody or control of such counterfeits and refuses to surrender them upon request of an authorized Treasury Agent shall be fined not more than one hundred dollars or imprisoned¹¹ not more than one year, or both. The maximum penalty for possessing or passing a counterfeit bill with intent¹² to defraud is fifteen years in the penitentiary and a fine of \$5,000.

In order to detect counterfeit money one should be familiar with the standard features of genuine paper currency¹³ and coins.

Types of Currency. The only three types of currency printed by the United States Government for circulation are:

1. Federal Reserve Notes, which bear green serial numbers and seal.
2. United States Notes,¹⁴ which bear red numbers and seal.
3. Silver Certificates, which bear blue numbers and seal.

Portraits. Denominations¹⁵ of bills may be identified by portraits as follows:

Washington	on all	\$1.00	bills.
Jefferson	on all ¹⁶	\$2.00	bills.
Lincoln	on all	\$5.00	bills.
Hamilton	on all	\$10.00	bills.
Jackson	on all	\$20.00 ¹⁷	bills.
Grant	on all	\$50.00	bills.
Franklin	on all	\$100.00	bills.

*How to Detect Counterfeit Bills.*¹⁸ 1. Know your money!

2. Compare the suspected bill with a genuine one of the same type and denomination.¹⁹ Observe carefully the following features:

(a) Portrait: On genuine bills the portrait is lifelike. It stands²⁰ out from the oval background which is a fine screen of regular lines; notice particularly the eyes. The²¹ counterfeit is dull, smudgy or unnaturally white; scratchy; background is dark with irregular and broken lines.²²

(b) Seal: On genuine bills the sawtooth points around the rim are identical and sharp. On counterfeit bills the²³ sawtooth points are usually different, uneven, broken off.

(c) Serial Numbers: On genuine bills²⁴ there is distinctive style, firmly and evenly printed; the same color as seal. On counterfeit money the style²⁵ is different, poorly printed, badly spaced. It is uneven in appearance.

(d) Paper: Genuine bills are²⁶ printed on distinctive paper containing very small red and blue silk threads.

3. Rubbing a bill will not prove whether²⁷ it is genuine or counterfeit; ink will rub off of either.

4. Remember—not all strangers are counterfeiters,²⁸ but all counterfeiters are likely to be strangers!

How to Detect Counterfeit Coins. 1. Know your money!²⁹

2. Ring all coins on a hard surface. Genuine coins sound clear and bell-like. Counterfeits sound dull.

3. Feel all coins; most³⁰ counterfeit coins feel greasy.

4. Compare the reeding (the corrugated outer

edge) of a suspected coin with³¹ one known to be genuine. The ridges on genuine coins are distinct and evenly spaced. On counterfeit coins³² they are poorly spaced and irregular.

5. Cut the edge of suspected coins. Most counterfeits are made of soft metal³³ which can be easily cut with a knife.

6. Test suspected silver coins with acid. Scrape the surface and apply³⁴ a drop of acid. If bad, the coin will turn black unless it has a high silver content. Silver test acid³⁵ solution may be purchased at any drug store.(649)—From "Inspection News," Atlanta, Georgia.

Over 35 Million "Franks"

By A Banker

MOST OF US have our own ideas as to why the present Congress is an expensive luxury. But the³⁶ postmaster general's report for 1939 points out another way in which Congress is costly.³⁷

Last year the members of Congress franked 35,687,000 pieces of mail. Postage,³⁸ had it been paid, would have amounted to over one million dollars. Averaging this, each Congressman didn't³⁹ pay the \$1,880 his 680,000 pieces of mail would have cost.⁴⁰

The reason for permitting Congressmen to frank mail is that they should not have to pay for doing government business.⁴¹ But it is clear that a Congressman does not send out an average of 2,270⁴² pieces of mail each working day on government business.

It is obvious that all but a minute fraction of⁴³ this mail is sent out on the Congressman's business—the business of getting re-elected. It is equally⁴⁴ obvious that the mail users and taxpayers are footing this part of the Congressman's campaign expenses, whether⁴⁵ they like it or not.

There is only one reason why the public funds can be used by a Congressman for campaign expenses—lack of interest by that same public. (229)

The Loudest Noise Ever Heard!

VOLCANOES are vents, or "safety valves," from which pent-up forces within the Earth are released. Water, coming in contact⁴⁶ with molten rock beneath the Earth's crust, produces steam and, where this is imprisoned, incalculably tremendous⁴⁷ pressure develops. Eventually it bursts through the Earth's crust, forming a volcano. The uprush brings with⁴⁸ it streams of molten rock, called "lava." Sometimes these overflow great areas, burying cities and covering⁴⁹ the land with a hot, pitch-like blanket, many feet deep, which when cooled, is like rock. On August 25,⁵⁰ 1883, the volcano on Krakatoa Island, in the Straits of Sunda, Java, exploded and, for⁵¹ three days, showered the sea and neighboring islands with lava, hot stones, and mud. Its roar was heard plainly in Bangkok,⁵² fourteen hundred miles distant and is rated as the loudest noise ever heard on Earth. The eruption caused nearby⁵³ islands to disappear and several others, nonexistent before, to rise above the water. The tidal⁵⁴ wave resulting, as it left Krakatoa, was one hundred feet high, or the height of a ten-story building. At⁵⁵

a speed which, at places, was more than seven hundred miles an hour, it swept the Pacific Ocean and was recorded²²⁰ ten thousand miles distant, by a sudden seven-inch rise of the waters of San Francisco Bay. Dust from the²³⁰ eruption darkened the Sun for days! (246)

Graded Letters

By CHARLES RADER

Dear Mr. Adams:

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We hope to hear from²⁰ you at an early date.

Yours truly, (366)

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Your grocer will send you²⁰ the biggest sample package you ever received if he is requested for it in the next day or two, provided²⁰ you show him this letter from us.

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By SISTER ST. RITA

Dear Office Worker:

If you have the opportunity, let me recommend that you take our course in Money and²⁰ Banking. The course is pleasant and the principles are easy to grasp. Once you begin, you will not want

Section two hundred eighty-six states that all counterfeits of obligations of the United States or foreign governments must be surrendered to authorized Agents of the Treasury Department. Anyone who has the custody or control of such counterfeits and refuses to surrender them upon request of an authorized Treasury Agent shall be fined not more than one hundred dollars or imprisoned¹²⁰ not more than one year, or both. The maximum penalty for possessing or passing a counterfeit bill with intent¹³⁰ to defraud is fifteen years in the penitentiary and a fine of \$5,000.

In order to¹⁴⁰ detect counterfeit money one should be familiar with the standard features of genuine paper currency¹⁵⁰ and coins.

Types of Currency. The only three types of currency printed by the United States Government for²⁰⁰ circulation are:

1. Federal Reserve Notes, which bear green serial numbers and seal.
2. United States Notes,²¹⁰ which bear red numbers and seal.
3. Silver Certificates, which bear blue numbers and seal.

Portraits. Denominations²²⁰ of bills may be identified by portraits as follows:

Washington	on all	\$1.00	bills.
Jefferson	on all ²³⁰	\$2.00	bills.
Lincoln	on all	\$5.00	bills.
Hamilton	on all	\$10.00	bills.
Jackson	on all	\$20.00 ²⁴⁰	bills.
Grant	on all	\$50.00	bills.
Franklin	on all	\$100.00	bills.

How to Detect Counterfeit Bills.²⁵⁰ 1. Know your money!

2. Compare the suspected bill with a genuine one of the same type and denomination.²⁶⁰ Observe carefully the following features:

(a) Portrait: On genuine bills the portrait is lifelike. It stands²⁷⁰ out from the oval background which is a fine screen of regular lines; notice particularly the eyes. The²⁸⁰ counterfeit is dull, smudgy or unnaturally white; scratchy; background is dark with irregular and broken lines.²⁹⁰

(b) Seal: On genuine bills the sawtooth points around the rim are identical and sharp. On counterfeit bills the³⁰⁰ sawtooth points are usually different, uneven, broken off.

(c) Serial Numbers: On genuine bills³¹⁰ there is distinctive style, firmly and evenly printed; the same color as seal. On counterfeit money the style³²⁰ is different, poorly printed, badly spaced. It is uneven in appearance.

(d) Paper: Genuine bills are³³⁰ printed on distinctive paper containing very small red and blue silk threads.

3. Rubbing a bill will not prove whether³⁴⁰ it is genuine or counterfeit; ink will rub off of either.

4. Remember—not all strangers are counterfeiters,³⁵⁰ but all counterfeiters are likely to be strangers!

How to Detect Counterfeit Coins. 1. Know your money!³⁶⁰

2. Ring all coins on a hard surface. Genuine coins sound clear and bell-like. Counterfeits sound dull.

3. Feel all coins; most³⁷⁰ counterfeit coins feel greasy.

4. Compare the reeding (the corrugated outer

edge) of a suspected coin with³⁸⁰ one known to be genuine. The ridges on genuine coins are distinct and evenly spaced. On counterfeit coins³⁹⁰ they are poorly spaced and irregular.

5. Cut the edge of suspected coins. Most counterfeits are made of soft metal⁴⁰⁰ which can be easily cut with a knife.

6. Test suspected silver coins with acid. Scrape the surface and apply⁴¹⁰ a drop of acid. If bad, the coin will turn black unless it has a high silver content. Silver test acid⁴²⁰ solution may be purchased at any drug store. (649)—From "Inspection News," Atlanta, Georgia.

Over 35 Million "Franks"

By A Banker

MOST OF US have our own ideas as to why the present Congress is an expensive luxury. But the²⁰ postmaster general's report for 1939 points out another way in which Congress is costly.⁴⁰

Last year the members of Congress franked 35,687,000 pieces of mail. Postage,⁵⁰ had it been paid, would have amounted to over one million dollars. Averaging this, each Congressman didn't⁶⁰ pay the \$1,880 his 680,000 pieces of mail would have cost.¹⁰⁰

The reason for permitting Congressmen to frank mail is that they should not have to pay for doing government business.¹¹⁰ But it is clear that a Congressman does not send out an average of 2,270¹²⁰ pieces of mail each working day on government business.

It is obvious that all but a minute fraction of¹³⁰ this mail is sent out on the Congressman's business—the business of getting re-elected. It is equally¹⁴⁰ obvious that the mail users and taxpayers are footing this part of the Congressman's campaign expenses, whether¹⁵⁰ they like it or not.

There is only one reason why the public funds can be used by a Congressman for campaign¹⁶⁰ expenses—lack of interest by that same public. (229)

The Loudest Noise Ever Heard!

VOLCANOES are vents, or "safety valves," from which pent-up forces within the Earth are released. Water, coming in contact²⁰ with molten rock beneath the Earth's crust, produces steam and, where this is imprisoned, incalculably tremendous³⁰ pressure develops. Eventually it bursts through the Earth's crust, forming a volcano. The uprush brings with⁴⁰ it streams of molten rock, called "lava." Sometimes these overflow great areas, burying cities and covering⁵⁰ the land with a hot, pitch-like blanket, many feet deep, which when cooled, is like rock. On August 25,⁶⁰ 1883, the volcano on Krakatao Island, in the Straits of Sunda, Java, exploded and, for⁷⁰ three days, showered the sea and neighboring islands with lava, hot stones, and mud. Its roar was heard plainly in Bangkok,⁸⁰ fourteen hundred miles distant and is rated as the loudest noise ever heard on Earth. The eruption caused nearby⁹⁰ islands to disappear and several others, nonexistent before, to rise above the water. The tidal¹⁰⁰ wave resulting, as it left Krakatao, was one hundred feet high, or the height of a ten-story building. At¹¹⁰

of which, at places, was more than seven hundred miles an hour, it swept the Pacific Ocean and was recorded²⁷ ten thousand miles distant, by a sudden seven-inch rise of the waters of San Francisco Bay. Dust from the²⁸ eruption darkened the Sun for days! (246)

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to be absent²⁰ for a single day. Have no doubt that a course in Money and Banking will have permanent value for you.

There²⁰ are so many worthwhile things to be learned from the course that it would be hard to list them all. Here are a few:

Bankers²⁰ acceptances, trade acceptances, sight drafts, discount rates, foreign exchange, our system of clearing checks, and favorable¹⁰⁰ balance of trade.

You will learn about our Federal banking system, too. Members of the Reserve are¹²⁰ privately owned banks, but are subject to Government inspection. They are bankers' banks, in one sense, and their policies¹⁴⁰ are governed somewhat by the Board at the Capital. It is essential that a good banking system provide bankers¹⁰⁰ banks to carry on the financial operations of the country.¹⁰⁰

You will derive much of benefit from the course in Money and Banking. Five million students will attend State universities this winter, and at least five²⁰⁰ per cent of them will register for such work. Our course will cost you just ten dollars—a small amount—and the course is²²⁰ open to whoever desires it. This rate is Special to students of Business, and to office workers.

If you²⁰ decide to enroll, fill out the enclosed memorandum and deposit it, together with the duplicate, in²⁰⁰ your mail box today. The small amount of money you invest will accomplish wonders for you.

Very truly yours, (280)

Actual Business Letters

Office Appliances

Mr. George E. Thompson
100 State Street
Schenectady, New York

Dear Mr. Thompson:

Are you cutting mailing²⁰ costs in your office with electric mailing and postage machines? With electric mailers, your letters can be dispatched⁴⁰ centrally by a relatively few individuals whose sole responsibility is the fast, safe,²⁰ and efficient care of your all-important mail. The electric machine assures speedy handling at the day's²⁰ busiest hour.

The electric postage machine stamps envelopes or package tapes without loss through tearing waste, or over²⁰⁰-paying. Your postage is non-negotiable and is accepted for mailing only on matter bearing your¹²⁰ company's name. Thoughtless pilferage of stamps for personal use is stopped, as well as deliberate theft. The savings²⁰ on postage alone, many users have found, more than paid for the equipment the first year.

Banks, hospitals,¹⁰⁰ insurance offices, manufacturers, oil firms, police departments, public theater chains, even United¹⁸⁰ States Post Offices, are saving money with such electrically driven office devices; why not you? We²⁰⁰ shall be glad to demonstrate what our machines will do for your office. You have only to call us and let us know²²⁰ at what hour it will be convenient for us to demonstrate the latest there is to offer in efficient handling²⁴⁰ of your office mail.

Very truly yours, (248)

Mr. C. E. Wheeler
1410 Phelan Building
San Francisco, California
Dear Mr. Wheeler:²⁰

We are just stocking a device that we know will be of interest to you perhaps in the larger as well²⁰ as the junior size, a device that will save money, time, and space for you from the very day of purchase. This Roto²⁰-Cardex keeps your record cards instantly accessible for posting or reference; from one thousand to many²⁰ thousand cards on ball-bearing wheels are brought into position quicker than you can light a match. The cards are slot¹⁰⁰-punched and can be inserted or removed at any point. Each card is visible both back and front.

There is a Roto¹²⁰ Cardex for every purpose. Stop in today and see our display.

Cordially yours, (136)

A Tank-Town Drama

By HOWARD BRUBAKER
from The American Magazine

PART III

THE next day, Saturday, Tink spent in honest toil unmolested by the villain³¹²⁰-foilers and mortgage-lifters until late afternoon, when they came with glad tidings.

"Jin's nuts about those dolls. She³¹⁴⁰ thinks she can use some in her racket."

June's reference was to the charming older sister, Virginia, whose "racket"³¹⁶⁰ turned out to be a philanthropic enterprise of the Junior League, giving toys to crippled children in New³¹⁸⁰ York hospitals. Jin would try to soak her committee for a good order next week.

"Dad's home today, too, and we dragged³²⁰⁰ him out to Candle Cypress." Jane was permitted to tell this one. "So what happens? Dad walks in, takes one look at the³²²⁰ oil painting over the fireplace, and says, 'Why, that's Cynthia Vaille!'"

"The Spanish gal?" asked Tink.

"Such colossal³²⁴⁰ ignorance! Greystone painted her as Carmen. Cynthia Vaille was a famous opera singer when Dad was a³²⁶⁰ gay young blade."

"When Dad learned that she was David's mother he wanted to help."

Tink asked sharply:

"Who was David's father?"

"They didn't mention him but Dad remembers that Cynthia married a millionaire and never sang again."

Tink³³⁰⁰ took his pipe out of his mouth to make a remark but changed his mind.

THE REST of the twins' report was less hopeful. They³³²⁰ had taken their father to Ham Larson's real estate and insurance office. Mr. Baylor had explained his³³⁴⁰ friendly interest and suggested that the money lender take home loan bonds in exchange for his mortgage. Then the Bushnells could pay off the loan by monthly installments in fifteen years.

"Old Larceny says he may do that or he³³⁶⁰ may not; he'll let us know in a week or two," June

said. "He has something up his sleeve we don't understand."

"It seems that³⁴⁰⁰ poor David signed something called a service notice and didn't know what it was all about," Jane went on. The sale³⁴²⁰ advertisement will appear in the paper twice a week for three weeks. You'll love this touch, Tink. Unless the villain is foiled³⁴⁴⁰ the Bushnells will be turned out in the snow on Christmas eve."

"The show gets worse and worse," said Tink. "I wash my hands of it."³⁴⁶⁰

But a mechanic's hands do not stay washed long, and within a few days Tink learned three things—by telephone, from a book³⁴⁸⁰ in the Burnley library, and from gossip in Tony Luciano's barber shop. The Amalgamated people³⁵⁰⁰ phoned him that the steering gear part had come, so Tink got it, and sent a postal card to Sally Bushnell asking³⁵²⁰ her to bring in Darty for an hour's treatment. When she came he tactfully mentioned the results of his studies:

"I've³⁵⁴⁰ been poking into your affairs."

"It's time you took some interest. All you've done so far is pull me out of a ditch,³⁵⁶⁰ pay the grocery bill, get me a sale of three dozen dolls, and the free service of an eminent New York lawyer³⁵⁸⁰ who is helping us out of our troubles."

Tink dismissed these trifles with a wave of a monkey wrench.

"It says in³⁶⁰⁰ a book I saw at the library that Cynthia Vaille, the opera singer, married Daniel S. Bushnell.³⁶²⁰ It gives the old gentleman's address in Greenbriar. You know that, I suppose—"

"All right, Tink; I'll tell you the rest of³⁶⁴⁰ it. You made a little mistake in something you said the other day. The finest thing Daniel Bushnell ever turned³⁶⁶⁰ out of his factory was not this Darton. It was his son, David."

SALLY sat on the running board and told her³⁸⁰ story. It was the tale of two men bound together by affection and torn apart by diverse temperaments.³⁷⁰⁰ David was sensitive and artistic in nature, like his mother, who had died in his childhood. He was not fitted³⁷²⁰ by ability or taste for the career his father had marked out for him; his efforts to be a³⁷⁴⁰ manufacturer and businessman ran the whole gamut from the comic to the painful.

Sally told how there finally³⁷⁶⁰ came an open breach and how the newlyweds went out in the world to lead their own lives. David had some money,³⁷⁸⁰ inherited from his mother, and that bought them a nice place to live, but he had never been able to earn enough³⁸⁰⁰ to make ends meet. Three times they had sold out and moved to cheaper places. David and his father had not communicated³⁸²⁰ with each other for ten years, and Daniel S. had never seen his grandchildren.

"That grieves David, of course, but³⁸⁴⁰ he is too proud to make any advances, because we are poor and he is rich. Sometimes, I have a faint suspicion³⁸⁶⁰ that both these Bushnells are pig-headed."

"That's tough, all right." Tink crawled under the car and pounded violently.³⁸⁸⁰ Presently he came up with a question:

"But when you left home you took along the family car, didn't you? Those are³⁹⁰⁰ Daniel's initials."

"You would think of that! Yes, that was his parting gift. And we got Mother Bushnell's personal things.³⁹²⁰ Some furniture and the piano and the library of musical literature. Also Grey-stone's fine picture.³⁹⁴⁰ We've managed to hang on to these things."

When the job was finished Sally departed on this cheery note:

"Things look³⁹⁶⁰ better now. I'm sure we'll be able to manage these monthly payments when Mr. Baylor gets the bond business fixed³⁹⁸⁰ up."

Tink decided not to tell Sally what he had heard about Ham Larson in Tony's barber shop. It might not⁴⁰⁰⁰ come to anything, so why worry her unnecessarily? Later he caught himself thinking of Daniel Bushnell⁴⁰²⁰ sitting alone in his great, silent house in Greenbriar with his only son living in destitution twenty⁴⁰⁴⁰ miles away.

"Those sob sisters have got me doing it, too." (4051)

(To be concluded next month)

• • •

IN SHANGHAI, newspapers are often *rented*. A paper is delivered, first, to someone who must get to work early.²⁰ When he finishes with it, the newsboy collects it and takes it to another reader. A week later the⁴⁰ same paper may be in the hands of a rural reader *miles* from the city! (54) (From *Ford Home Almanac and Facts Book*, 1940)

By Wits and Wags

WRITER: How much board will you charge me for a few weeks while I gather material for my new country novel?²⁰

Hiram: Five dollars a week unless we have to talk dialect. That's \$3 extra. (36)

SIGN in a book store in Scotland: "Buy your gift books now so you may finish reading them before mailing." (18)

MR. SMITH: What counts most in this world?
Mr. Gray: An adding machine. (12)

THE TEACHER said to her class: "Words ending in 'ous' mean 'full of,' as *joyous* means full of joy and *vigorous* means full²⁰ of vigor. Now give me an example of such a word."

Tommy raised his hand and said, "Pious." (36)

PAT and Mike were watching some bricklayers at work one day, and Pat asked, "Say, Mike, what is it that holds the bricks together?"²⁰

"Sure," said Mike, "that's easy. It's the mortar."

"Never a bit of it," said Pat, "that is what keeps them apart." (39)

"MADAM, this transfer has expired."

"Well you can't expect much with the cars so poorly ventilated!" (17)

ENGLISH PROFESSOR: Correct this sentence: "Girls is naturally better looking than boys."

Student: "Girls is²⁰ artificially better looking than boys." (26)

Is Your Gregg Writer Club In Yet?

The lowest possible rate prevails on student- and teacher-subscriptions to

THE GREGG WRITER

so as to make the magazine available to the greatest possible number . . .

Thousands of teachers take up the subscriptions of their students each year, because of the value of the magazines in their classes . . .

As a token of appreciation for this support a lovely GIFT has been prepared . . .

The usual conditions apply: The club of subscriptions should embrace 90 per cent of the students in the classes, and the order should be for not fewer than ten yearly subscriptions . . .

Your GIFT is packed ready for mailing as soon as your subscription order for the students is received.



THE GREGG WRITER

When completing your 100% Club of Gregg Writer subscriptions

The Gregg Writer is an Unexcelled TEACHING DEVICE

Because . . .

. . . it fosters close co-operation of students to win the beautiful prizes offered for group effort in shorthand and typewriting

. . . reading the "Success" and "Personality Stories" creates a lively interest, and inspires students to redouble their efforts in order to attain professional eminence

. . . the facts necessary in the training of stenographers are presented in an interesting and engaging manner

. . . a spirit of fresh interest and enthusiasm is brought into the classroom each month

. . . the professional and informational content of *The Gregg Writer* supports the teacher in broadening the student's outlook and improving his attitude toward his work.

The fact is that

The Gregg Writer is the "right-hand helper" of more than 8,000 teachers in this country alone. It is not a textbook—but a live, stimulating magazine. This is a new and impressive fact to students! They greet it enthusiastically; and read it with zest and enjoyment.

A subscription incorporated in the students' supplies brings fresh instructional material that may be used at the teacher's discretion and to vary his program. Tests in shorthand and typewriting, quizzes in English and Word Usage, and the discussions of office procedures and deportment help build stronger and more professionally-minded stenographers.

The Gregg Writer special student rate is \$1.00 a year. An Achievement Record Album, in which certificates earned may be mounted, is given free with each subscription.

Subscriptions taken NOW

270 MADISON AVENUE • NEW YORK, N. Y.

November Transcription Project

*Instructions for conducting this project are given in the current issue of the
GREGG WRITER*

TO THE EDITOR:

Everyone knows the American Red Cross is helping care for millions of wounded²⁰ combatants and civilians engulfed in the maelstrom of war. But many overlook the fact that here in the United¹⁰ States the Red Cross is providing greatly needed services every day of the year.

This program is a¹⁰ primary obligation of the Red Cross. Its continuance depends upon membership, the dues from which finance⁸⁰ all peace-time activities.

The annual Red Cross Roll Call begins Armistice Day. Every effort will¹⁰⁰ be made to increase enrollment this year. To do this we need the help of America's editors, so generously¹²⁰ given in the past.

Red Cross activities contain many dramatic incidents. Again we offer¹⁴⁰ such stories and fillers aimed to give readers a better conception of the Red Cross.

Use the enclosed card to order¹⁶⁰ cuts for your publication.

Cordially yours, (169)

Dear Mr. Smith:

Replying to your request of the first, we are pleased to send you our latest reports on our War²⁰ Relief Work.

Since September, 1939, the Red Cross has distributed millions of dollars' worth of⁴⁰ supplies—food, surgical dressings, clothing, ambulances, and hospital equipment—to innocent victims of war⁶⁰ in stricken European nations. Money raised in the nationwide war relief drive has been used wholly and⁸⁰ exclusively for this purpose, none going to regular domestic Red Cross programs and expenditures.

You inquire¹⁰⁰ whether we can supply editorial material as well as cuts of aid in the present annual¹²⁰ Red Cross Roll Call. We enclose a brief resumé of the material available. Select the topic¹⁴⁰ of the story you wish, and we will mail you the various releases that have been prepared covering that subject.¹⁶⁰ We appreciate the cooperation you have given us in the past and your offer to help again¹⁸⁰ this year.

Cordially yours, (184)

Keep On Keeping On

(November O. G. A. Membership Test)

DO NOT spend too much of your time fretting about what you are going to do after you finish this or that, or²⁰ whether you can do it. Sufficient unto the day is the work thereof. Keep steadily progressing. Take advantage⁴⁰ of every opportunity to achieve your purpose. Even after you grow up, you may want to be⁶⁰ a street-car conductor or a policeman and you may think that studying these funny little hooks and crooks won't⁸⁰ make you a better one, but do not be fooled by that.

I just heard of a night-watchman who became the manager¹⁰⁰ of the building because he knew how to type, and the owner of the building decided he would promote the man¹²⁰ and kill two birds with one stone. It was a good opportunity for the watchman, too. (135)

The Cat and the Hen

(Junior O. G. A. Test for November)

A CAT hearing that a hen was laid up ill in her nest paid her a visit. Creeping up to the nest she said: "How²⁰ are you my dear friend? What can I do for you? Only tell me if there is anything I can bring you and I will⁴⁰ bring it!"

"Thank you," replied the hen, "be kind enough to leave me, and I have no fear but that I shall soon be well."

It⁶⁰ would seem that some guests to the sick chamber are most thought of and liked best after they are gone. (76)



Long Necks

Long necks may be the result of trying to look over the abundance of material so often found on a teacher's desk. The best teachers I know dispose of material quickly.

What do they do with it?—correct and return during the same period; file for future use; use the wastebasket freely.

Why clutter up your classroom with material you will never use? Keep your desk as clear as possible during the day; at night, swab the deck!

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